

# School Activities

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"On earth, peace,  
good will toward men"



December 1941

*For the pupils who don't choose  
RELIGIOUS EDUCATION on school time:*

## **INSTRUCTION in ETHICS and CHARACTER**

In almost every school system where religious education on school time is part of the program, attendance by pupils at the church of preference is voluntary. During this hour, what is the best thing that the school can provide for pupils who do not choose to receive religious education, and remain at school? In many schools, the answer has been found in classes offering pupils ethical instruction and character education. Two recent reports indicate that pupils who stayed in school for such instruction profited about as much from it as did the pupils who went to churches for instruction. And for such secular classes, the ideal book is and has been Brewer-Glidden's **NEWSPAPER STORIES FOR GROUP GUIDANCE**.

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# School Activities

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VOLUME XIII, No. 4

DECEMBER, 1941

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Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY,  
1515 Lane Street, Topeka, Kansas. Single copies 25 cents. \$2.00 per year.

Entered as second class matter, December 1, 1930, at the postoffice at Topeka, Kansas, under  
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# As the Editor Sees It

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We have just read a summary of the defense work the schools and colleges have accomplished during the past year. The list of activities engaged in is long, and the achievements are meritorious. Naturally, they are important, but, in one way, they are "emergency" activities—largely temporary and immediate in intent and influence. We believe that the schools and colleges should perform these functions, but we'd like to see a type of citizenship (and leadership) developed that would make these hurried activities, in the future, unnecessary—a sort of permanent defense preparation, if you wish.

"And basketball, too, is becoming a racket!", states a university coach with more than 30 years of experience. "Today," he continues, "and in increasing proportions, basketball is being played for the dough involved. Young men are going to the colleges and universities where they can get the most. . . . Conditions place the game in the category of a racket along with football. Highly paid coaches destroy character instead of building it. They are the beagle hounds who hunt out material to organize a winning aggregation." Healthy, to hear a professional coach criticize his own game? YES!

These developments in smaller-school athletics appear to be well on the way: the dropping of track athletics completely; the introduction or expansion of six or eight-man football in the fall; and the scheduling of baseball for the spring. Incidentally—hard ball is coming back—strong.

One of the amazing (and discouraging) facts that came out of the operation of the draft was the discovery that a great proportion of the draftees failed to pass the comparatively simple physical examination required. Even President Roosevelt raised his voice in censure. The general public immediately jumped on the schools. Some of the

blame belongs just there, but not, by any manner of means, all of it. However, we have been too busy developing "successful" athletes and teams that, undoubtedly, we have neglected the general health of many of our non-athletic boys—and girls.

In explaining the recent excise on athletic goods and the tax on admission fees to school events, the *Scholastic Coach* states: "Most of our school men are slightly baffled by these impositions. If physical fitness, courage, and moral fibre are truly the harvest of physical education activities, why, they are wondering, should we tax the tools by which these desirable character traits are reaped?"

"In these critical times, these activities and their by-products are doubly essential. All we do when we tax them is tax one defensive activity to support another."

Sounds like pretty good logic to us.

Why not compile a list of your former students who are now in widely scattered training camps and send the boys copies of your school publication, records of school and local events, personal letters, gifts, and similar items? A fine job for the student council!

After commenting adversely on the well-known facts that many teachers are not even registered in their local communities, and that many registered teachers do not vote—in spite of their continuous song about "developing good citizenship"—a state legislator recently said, "I would rather have 5000 school directors shouting for me than 60,000 teachers." Pretty tough on the teachers, but we have a sneaking suspicion that this man of practical politics is right.

It may be a hackneyed expression, but anyway it is sincerely used—"A Merry Christmas and a Happy New Year."



# Re-vitalized Religious Education Through the School

THE PURPOSE of religious education through the school is to teach an understanding of one's fellow men as well as a moral faith in a Supreme Power. The division of religion into sects confuses both these aims, when not viewed in the larger, broader, and more universal sense. Prejudice and bigotry, social and denominational intolerance, obstruct the purposes of the religious emotion. Sectarian stubbornness refuses to allow reason and understanding to enter into the relationships of the people of other beliefs or views. Man defeats his own spiritual ends by refusal to recognize the spiritual affinity of all men.

In a democracy, based upon the common contributions of minority groups—cultural and economic as well as religious—the problem of sectarian differences and lack of understanding, assumes a fair test of our democratic way of life.

The United States is a nation whose vigor and vitality is due to the intermingling of the many and varied personalities and characteristics of all groups. All of this national energy is directed towards the single goal of the economic, the cultural, and the religious solidarity of the whole nation!

This does not mean that all peoples and all religions are lost and that one American composite of all emerges. For one thing, such a transformation would be impossible to achieve at present—even if it were desirable, which it is not. We are not old enough as a nation to have gone through the stages of combining groups until all have lost their individual social characteristics. Another factor lies in the tremendous growth in our population, due in great part to the waves of immigrants from all parts of the world who have settled here and are only now adjusting themselves to our way of life, language, and education.

This last immigrant influx started just before the World War and continued until 1920. These people who came to us, came with an ideal. They were liberty loving people, coming to us, expecting the answer to their heartbreaking prayers for understanding and security. Oppression was the core of their past. Our freedom is the core of their future. They brought with them the traditions of thousands of years of living and of cultured development. They want to be like us, and we must not destroy the valuable contributions which they have to give and which they wish to share open-heartedly. We

LARRY FLAUM

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must not do this under the mistaken impression that as immigrants, they have nothing to teach us of the finer ways of life. This nation must not be divided by lack of mutual understanding. We must be careful to avoid being smug and thus crushing their individuality, just as we place some of our economic disasters upon their unwitting shoulders, and erroneously so. We must not forget that our forefathers were immigrants and faced this new land with the same prayers that our modern immigrants offer today. Equally as our forefathers brought their culture, so do these contribute in our time.

The American educational school system is teaching the American way of life in economics, history, language, art, and general viewpoint. It is time that the schools taught the American tolerance towards religious differences by doing, as well as saying!

This can be done through a school sponsored Sunday School, one that integrates within its program the essential qualities of sincere Christian attitudes as well as educational guidance. By the term Christian we need not mean any one sect. The purpose of this Sunday School is to arouse the various groups within the Christian Brotherhood of man as to the aspirations and ideals of all other groups.

A school sponsored Sunday School is non-sectarian and does not conflict with the regular church Sunday school. The basis for its philosophy, the purpose for its existence, is to acquaint the various youth elements in the community with the commonness of their beliefs and ideals and to destroy any prejudice which may exist among them, due to their attendance of different church services.

There is also another motive behind this type of school activity through religious education. That is to prevail upon students who attend no Sunday School to come to this one, which is entirely conducted by students and which deals with student social and religious problems. The natural method of bringing these young people into the environment of this activity is by invitation. Members ask non-members to come as their guests. Each Hi-Y boy brings another. Girl Reserve members bring guests. Thus the participation is doubled. The services consist of two religious

songs, two patriotic songs, a reading and interpretation of the lesson by student elected student members of the organization, with the aid of a faculty sponsor. Open discussion is encouraged. There is no single teacher of this Sunday School class. Speakers are drawn from the community. Professional men, business men, artisans, unskilled laborers, men of any race, color or creed, who have a message to bring through their life experience or travel which would interest as well as present new ideas to students, come as speakers. Though their experiences and messages are all different, the underlying motif of all the discourses are, "How can modern Christian Youth better adapt itself to modern social and economic problems?"

Within the school organization the Hi-Y is the best medium for expressing this type of activity, but it is not solely a Hi-Y and Girl Reserves project. They form a nucleus, but the whole student body, as well as the whole community, is the source of participants. The logical meeting place for such an activity is the school auditorium. The logical time is Sunday morning at least an hour before the regular church schools meet, in order not to conflict with the regularly organized church activities. This school activity Sunday School does not take members away from church organized classes. It helps create a social minded church throughout the community and, as a result of this, aids in bringing youth to organized church functions and aids in developing new membership.

An activity of this type is of special value in small communities where religious education, in order not to be narrow, must be handled in such a manner that better social living within the community can be enhanced by greater understanding of the various minority groups within the community proper. The school is a center of activity. Religious education sponsored by the school adds meaning to the student body. The community is closely knit to the school. As a result of this, the effect upon the community is great. In a true sense, this activity becomes integrated with community life.

In large cities, such a school has a place especially in those areas where the inhabitants are on a low economic scale. There its value is in bringing together the conglomerate youth of a neighborhood in a religious social environment based upon their own planning and needs. This gives them an avenue of expression which is so vital to groping youth of today—a youth whose ideals are vague, whose economic future is endangered, and whose social contacts are greatly limited to an environment which does not allow for the expression of the dignity of the human being. An activity such as this in a problem situation such as that of a large city neighborhood,

where all races and creeds live in close contact, creates a test which taxes all its potentialities. The socialized religious viewpoint of the activity assumes added qualities in that its function has a social service element.

Professional social service workers, F.B.I. men, lawyers, doctors, teachers, ministers, and librarians are available for help on such programs. The number of speakers for use in such a situation is limitless. As social minded citizens they appreciate the situation and can help it tremendously with a sane human outlook on the youth problems thus offered.

Wherever this type of activity is sponsored, the youth who participate in it can not help but feel a forceful impact upon their individual communities. This impact will be socially and spiritually constructive and effective. They will take their places better equipped for community life.

A program such as this, guided by educators who have the vision to see its possibilities and carried to completion by a student and community body that realizes it's responsibility to the individual, the school, and the nation itself, is directly in line with the American tradition of the democratic development of the individual personality. It helps create an individual conscious of the rights of freedom of religion and opportunity for social independence and equality. The community that will aid in the successful support of such a program is gaining through that program because it is aiding and developing citizens who are religiously tolerant, idealistically energetic, and in a true sense democratic.

This plan for revitalizing religious education has everything to recommend it.

(1) It is student planned, activated and faculty sponsored. (2) It draws upon the total community for its resources. (3) It is of no expense to the community. (4) It creates a strong bond between community and school. (5) It shares civic responsibility. (6) It is functional and is based upon definite youth needs. (7) It is tolerant and democratic both in its operation and in its aims and results. (8) It offers a meeting place where all sects meet upon equal grounds. (9) It aids other religious institutions. (10) It has an educative aim and effect upon the community in respect to its youth and their possibilities.

A college degree does not lessen the length of your ears; it only conceals it.—*Elbert Hubbard*.

The great majority of the Latin American universities are national institutions, and there are only a few strong private universities. Higher education, with few exceptions, is entirely free.—*"The Americas"*

# Fifty Student Council Activities

IN 1939 I compiled for the National Association of Student Councils a list of over 500 activities and projects which high school councils had reported. From this comprehensive list, 310 separate activities that seemed to be of most benefit to the school and to the participating students were selected and published in the September, 1939, number of *School Activities*.

A large number of letters were received from those who read the list and were interested in securing additional information about student council activities. An analysis of these letters indicated that principals and council sponsors thought the list too long, and it was suggested by several persons that the activities would be exceedingly helpful if about fifty of the most significant activities were selected.

During the summer session of 1941 at the University of Illinois the original list of over five hundred activities was reviewed by a class of graduate students in Education composed mostly of principals and advisers of student councils. The class selected the fifty items on the list which they believed of most practical value to the typical high school. In the discussion of the list, it was emphasized that local school conditions usually determine whether or not an activity is appropriate for a council to undertake. The fifty items agreed upon were believed to be those most likely to be most beneficial to the school and to the students who carried out the activities.

The fifty activities and projects selected from the list are as follows:

1. Publish student handbooks.
2. Tutor backward or failing students.
3. Help plan commencement programs of the activity type.
4. Serve as student advisory group to the principal.
5. Keep records of activities of all students and the activity point system.
6. Plan and conduct school elections.
7. Make good-will tours to other schools and among citizens of the community.
8. Conduct campaigns for courtesy, honesty, thrift, safety, tolerance, clean-up, better school morale, respect for property, and the like.
9. Initiate and organize new activities for school.
10. Exchange ideas with other schools.
11. Conduct group study or clinic on school problems.
12. Hold school forums.
13. Plan school assemblies.

C. C. HARVEY

*Principal Tamms Community High School,  
Tamms, Illinois*

14. Conduct drive for beautification and improvement of school grounds.
15. Establish and manage student employment bureau.
16. Interpret the work of the council to the student body.
17. Keep calendar of school events.
18. Conduct lost and found bureau.
19. Carry on charity or welfare work.
20. Study parliamentary law and procedure.
21. Sponsor a student patrol system.
22. Sponsor a school newspaper as a means of unifying and co-ordinating the life of the school.
23. Handle financial affairs such as the raising and expenditure of money, school banks, auditing, budgets of school activities, and student loan fund.
24. Act as host to conventions of student leaders.
25. Help with school recreational program.
26. Collect ideas and material for guidance in school citizenship.
27. Write and publish guidebook on good manners.
28. Direct information desk at school.
29. Award school letters or other recognition to students for outstanding achievements.
30. Sponsor citizenship day in the community to induct young people as voters.
31. Conduct programs such as "Know Your Community," and "Know Your School."
32. Co-operate with community groups such as youth organizations.
33. Hold conferences with students who will not co-operate.
34. Conduct functions of school on annual "Student Day."
35. Encourage good sportsmanship in all relations.
36. Give programs on how to get along with others.
37. Survey democratic experiences of students and try to make the life of the school more democratic.
38. Develop leadership and responsibility in school affairs.
39. Hold pep meetings, parades, demonstrations, exhibits, etc.
40. Help with activities to further patriotism.
41. Charter and approve laws, constitutions, and regulations of all school organizations.



42. Keep a box in which students are encouraged to deposit suggestions on school affairs.
43. Promote all-school contests, intramural athletics, school celebrations, and the like.
44. Evaluate school customs and traditions.
45. Plan the all-school social activities in co-operation with faculty.
46. Make a survey of the community.
47. Make studies of student opinion and view-points on school affairs.
48. Acquaint incoming students with the school.
49. Help plan and carry out American Education Week activities.
50. Supervise honor study hall.

## Student Council Presented in Dialogue

**ROBERT WILSON**  
*President of Student Council,  
Ingram Junior High School,  
Pittsburgh, Pennsylvania*

Scene: On the street.

Characters:

George—a member of Student Council for some time.

Bill—a new member of Student Council.

GEORGE: Hello, Bill. Where you going?

BILL: Oh! Hi, George. Just going down to the store.

GEORGE: By the way, congratulations on your election to our student council.

BILL: Thanks, I guess it is an honor all right, but at the same time I don't think too much of the idea.

GEORGE: Why? What's the matter, Bill, didn't you want the job?

BILL: Oh, I don't mind it, except that it's just a waste of time.

GEORGE: What makes you feel that way? You weren't ever on the council before, were you?

BILL: No, but from what I have seen, there isn't much use for it.

GEORGE: Just what do you mean by that?

BILL: Well, they never seem to accomplish anything worth-while.

GEORGE: Just what do you have in mind, Bill? Any incident in particular where they fell down on the job?

BILL: No, I guess I don't have anything in mind right now.

GEORGE: Well, I'll tell you one thing that they *did* accomplish this year, *the school handbook*. Have you seen it yet?

BILL: Oh yes, I did see that. It was a good

job, too; but it's about the only thing they did.

GEORGE: No, I wouldn't say it was the only thing. As you know, the wishes of the students are brought up in homeroom and, in turn, the officers of the homerooms present those wishes to the council. If the council sees fit, it will carry out those desires.

BILL: Just what is one of those "requests" you speak of which has been granted to the pupils?

GEORGE: A good example is our newly formed dance club. Pupils expressed a wish for this club, and as a result, the student council passed an act which permitted this club to be formed.

BILL: Yes, that's true. I am beginning to see.

GEORGE: Would you rather be in a school where you have something to say about how it is being run or in a school where you are told what to do and your opinion means nothing?

BILL: Naturally, I would rather be in a school where I have something to say about how it is managed.

GEORGE: Well, then, how can you possibly expect to have any voice, if you don't have any share in school government?

BILL: I suppose you're right. We wouldn't have any say, if it weren't for the student council.

GEORGE: There is also another advantage to student participation in government; the very valuable training which you receive.

BILL: What kind of training is that, George?

GEORGE: Training for your future job as a citizen.

BILL: How do you mean?

GEORGE: When you leave school and eventually become a citizen, with the right to vote and to hold office, you will see how closely school government resembles our local or national government. One is on a larger scale than the other, but the same democratic ideas are present in both.

BILL: Then, you would say that the student council offers two things: privileges for the students and training for the future citizen?

GEORGE: That's right, with the addition of one more point. It develops school spirit. The fact that the pupils are helping in some way to better their school will naturally develop this spirit.

BILL: Well, you've got me convinced. Membership in the student council is really worth-while.

GEORGE: I am glad to see you feel that way about it, Bill. I am sure we will be able to accomplish a lot when you begin to work with us. Say, it's getting late, I'd better be getting along. Goodbye.

BILL: So long, George. See you tomorrow.



# A "Model" Homeroom Discussion

**H**OMEROOM discussion seems to be a "bugaboo" to everyone concerned. Is it that we, trained in the old tradition, have never, ourselves, participated in such a discussion? We do not know what to expect; we cannot from experience appreciate the response; it is theory rather than practice. Demonstrations, discussions, in which a class "performs" under expert direction before the faculty, shows the finished product but is outside the experience of the spectators. The problem, therefore, becomes one of getting actual faculty participation in a homeroom discussion. The following conversation is illustrative of such an attempt:

The adviser of the junior class came to me one day: "May we study democracy in our homerooms this semester? The juniors usually study adjustment to society for a year, and we've worked on etiquette until they, their home room teachers, and I are sick of it."

"Dear me!" thought I, "What have I been doing that I let an adviser think that 'etiquette' was the whole of 'adjustment to society'?" But I voiced, "A fine idea! How do you plan to go about it?"

"I have prepared an outline suggestive of points which might come up for consideration. I am so enthused about this; I have been to a number of meetings, read everything I could find, and talked with everyone. I am firmly convinced that we can't do enough, let alone too much, to make these young people enthusiastically conscious of democracy."

She asked me to go through her outline with her. It was excellent. The factual part dealt with the little known, or "deeper", aspects of democracy. There was emphasis on the social aspect: living together, group decisions, majority control, tolerance, and so on. Specific suggestions for types of programs were many and varied: panels, debates, quiz programs, dramatizations. References were easily accessible and within the capacity of pupils at that grade level.

The adviser saw only one requisite missing: "If this doesn't get off to a good start, it will all fall flat. Again and again I have started topics, and every homeroom teacher groans. They groan if they make the outline; they groan if I make it; and I groan to think of their reception of this. You know, pupils hate homeroom discussions, and I am convinced that, because of that, such discussions lose their effectiveness and are worse than useless. My suggestion is this: you are a civics teacher, you know how to set this up

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and make it interesting. Will you talk to a mass meeting of my advisees and start the semester's work?"

"Of course, I'd be glad to. You say the homeroom teachers are never very enthusiastic?"

"No, they're not. It's discouraging. They can see nothing but the shortcomings: that it can't be done, that it won't interest the pupils, that there is no time for preparation."

"If we 'sell' the semester's idea to the pupils, will that solve the problem of the teacher?"

"No, it won't. If the teachers only would be enthusiastic!"

"If we 'sell' the semester's idea to the teachers, will that solve the problem of the pupil?"

"Yes, but I can't 'sell' them. Will you? Come to our meeting, and I'll have you present the subject!"

And that's how it came about. Carefully I worked over that outline in my mind, and critically I considered each homeroom teacher. I was firmly convinced that failure in the past came from two sources: lack of enthusiasm on the part of the teacher and, probably because of, lack of technique. I was also convinced that if neither had been developed in the two and one-half years they had had these pupils, both were not going to be developed by another evening of talking "at" them. I wondered if any of them had ever seen a homeroom program actually "click." A demonstration lesson came to mind, but also came all of the criticisms: ideal situation, picked class, artificial stimulation, preparation, drilled lesson. No, some other device must be found. At last I decided to try a demonstration lesson, I'd use the homeroom teachers for pupils and I'd not tell them until it was over. Now I did plan carefully: I tried to foresee their reactions to the outline, and work out methods of dealing with them. I tried to find ways to make apparent the strengths of each teacher so as to aid others with their weaknesses. I tried to develop a learning situation. I tried to show as many approaches as possible.

The group met immediately after school, informally around a table. The adviser began: "We are going to plan our semester's activities today. I have worked out an outline on democracy, thinking that 'adjustment to

society' could be stretched to consider government as a living together. Our advisement counselor will present the topic to you; here are the outlines."

"Perhaps it would be well," I began, "for each of us quickly to glance through the outline so that we may be on common ground before we begin."

Their faces were a study: some were absolute blanks, one was bored, one was a little supercilious, one was amused. They read to the end, looked back at the first page, surreptitiously checked on how far others had gone with their reading, and one looked out of the window.

Miss Aye, noted for her courage, broke the silence, "It's a good outline, but I know what mine will do with it—they'll let it fall flat."

It had been difficult for me to keep silent during their study of the outline, and it was even more difficult for me to refrain from answering her. But I reminded myself that this was a demonstration class, that I was to show them, not how to stop discussion, but how to stimulate it. I knew the group and knew that sooner or later this, my key statement, would come up. Now I must draw forth more: "What other dangers do you see in the topic?"

"Under 'local problems,' it suggests we discuss the bingo trouble. I don't know a thing about the bingo trouble," complained Miss Bee.

Mr. Cie perked up, "Oh, surely, Miss Bee, you know all the disturbance that's been going on about playing bingo."

"Of course, I know there's been a disturbance, but where am I going to find time or material to run a homeroom discussion on it?"

"That's it—time! groaned Miss Dee, "Where can we find time? These pupils undertake everything and then never have time to come to the committee meetings nor to finish anything. They get up before the class and give material that is only half prepared."

"Apparently yours give material," said Miss Eie, "Mine don't. I've spent hours hunting material, only to have it contemptuously tossed aside. Take this democracy—certainly there's a wealth of material, but I have no time and I'm too disgusted to go through it all and make it available to them. They'll just be bored, I know."

Here the adviser interrupted and began a dissertation on sources of material. She appreciated their lack of time and so had accumulated a great deal of material for them and made it available in her office, and so on, and so on.

"Are there other dangers in the topic?" I queried as soon as I could interrupt.

"Mine hasn't been answered," complained

Miss Aye, "How are you going to put this across?"

"That's just what I'm wondering," mused Miss Dee, "My pupils feel so superior to this sort of thing."

"Superior, Miss Dee, to democracy?" and Miss Bee raised her eyebrows.

"Maybe it's my fault, but they never seem to appreciate the importance of democracy when the time comes to elect class officers."

"I have trouble with that, too. You should see whom they nominated for secretary, the most inefficient, inaccurate, untidy girl in the room."

"What other dangers do you see in this topic?"

"I don't know about that," I wondered why Mr. Eff had been silent and so listened attentively to his remarks, "but I've a quarrel with one statement on here. Under 'Orderly channels for criticism,' you have 'See the chief, if police overstep their powers.' A fat chance! You go down there and lay it on the line. They've got you; I know."

"Why, Mr. Eff, I think the police are fair; and if not, all you have to do is explain it to the judge when your case comes up."

"Maybe, maybe, but you don't drive a car. You can't tell the police a thing, nor the judge either."

"You make me think of Tony," I said, "He claims the police are a racket, because he was arrested going through a red light when there was no one coming the other way."

"That's just what I mean. It is a racket. Why should he sit there waiting when no one was coming? I'll bet he got far telling that to the judge!"

"But, Mr. Eff, where would we get if Tony were to decide everything to suit himself?"

"That's just what I say—this is a democracy, isn't it? Why shouldn't he decide. I know plenty about the police."

"You mean everyone should decide for himself whether he wants to obey a law or not?"

"Why, that's anarchy!"

"I heard a speaker say the other evening that our pupils can define communism and fascism, but not democracy."

Here the adviser took over and locquaciously explained the first section of the outline, "Definitions of democracy," until I found a loop hole into which I could slip, "Are there other dangers in this topic?"

Miss Bee was persistent. "You didn't seem to think it mattered that I don't know about the bingo trouble, but here's another one: What 'rights' do we have? Do we have the 'right' to strike, the 'right' to earn a living, the 'right' to an education?"

"Don't 'rights' depend on majority decision? We consider 'rights' what the majority of the people feel are rights, and hence we have

(Continued on page 149)

# Citizenship and a Watermelon Patch

**T**HE STUDENTS of the Unadilla public school system, their parents, and the people living in the surrounding country act upon the belief that citizenship is conduct which must be experienced rather than learned from textbooks. The short story which follows demonstrates this belief.

One afternoon during the summer vacation Mr. Jim West, the custodian of the Unadilla public school system, came to the school house to make some necessary repairs for the coming school year. Mr. West had been doing some work in his home garden that morning and had forgotten to take some extra watermelon seeds from his pocket. The school yard in front of the building appeared rather bare to him, and not wanting to waste his seeds, he planted them in the front yard of the Unadilla school house.

The summer rains were kind enough to come at just the right time, and as a result the one-time bare school yard became a thriving patch of watermelons. Before the rains, however, Mr. West had expressed his sincere doubts as to whether the seeds would even come up.

After the melons had started growing the townspeople and others who had heard of the watermelon patch began to comment on just how long the melons would last after school started. Everyone in the community was joking about the watermelon patch. They all watched skeptically to see what would really become of the melons.

On the opening day of school all of the

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*Principal, High School*  
*Unadilla, Nebraska*

pupils, from the first grade through high school, were concerned about their front yard having been turned into a watermelon patch. During the first period assembly the pupils were told the story of how Mr. West had planted the seeds earlier in the summer and had cared for the patch. They were also told that it was entirely up to them whether or not the melons should be unmolested until after they had ripened.

During the assembly period Mr. West made an announcement to the effect that if the melons were allowed to ripen, he and the school faculty would let the pupils invite their parents and the entire community to the school house for a free watermelon feed. Shortly following this announcement, the pupils decided for themselves that the patch would be untouched by any pupil in the Unadilla school system. Sure enough, only one melon was removed from the patch and broken, and that was not done by a student in the school.

A few weeks later, September 19, the following announcement was given to each pupil to take to his parents. Others were circulated throughout the town and surrounding community.

## WATERMELON FEED

Mr. West and the Unadilla School Faculty, in appreciation of the fine act of citizenship on the part of the student body of the Unadilla school toward the school property and especially toward Mr. West's watermelon patch in the front yard, do hereby invite the pupils and the community to a watermelon feed at the school grounds September 20, at 3:00 p.m.

We believe that citizenship is a living process which must be experienced, rather than learned from textbooks.

Order of the Day:

Band Concert 3:00 p.m.—Newly organized school band.



A Summer Project to Look Forward to



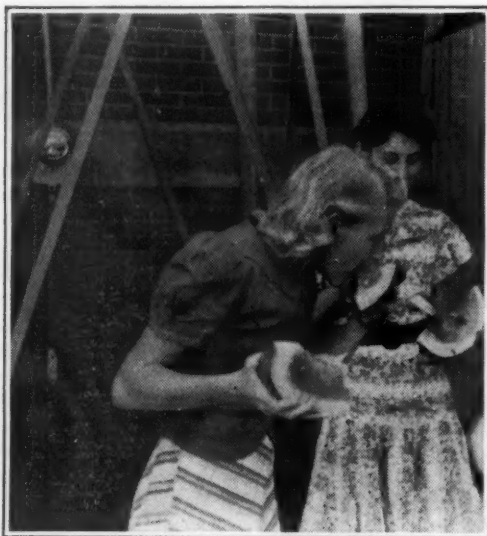
Ball game 3:15 p.m.—Unadilla High vs. the Town Team.

Watermelon feed 4:00 p.m.—Unadilla school and the community.

Every one will please bring his own eating utensils.

You are always welcome to visit our school.

Shortly before 3:00 p.m. the people from the community began to gather in the school



Conclusion of a School Project

yard to attend the much-talked-of watermelon feed. After a short band concert by our newly organized band under the direction of Mr. Harold Reed, superintendent, and the ball game played by the Unadilla High School team and the Unadilla Town Team, the watermelons were picked from the patch in the front yard and taken to the back yard under the shade trees, where everyone ate his fill of "Educated Watermelon."

This project, started by our custodian, proved to be such a success that there is talk in the school and community of making it an annual affair.

## Bicycle Trips

FRANK MEYER  
Student Council Adviser  
Junior High School  
Grand Haven, Michigan

**T**RAIN trips were an outgrowth of bicycle hikes enjoyed by Grand Haven Junior High School students for the past four years. Each spring and fall our student council sponsors about four Junior High bicycle hikes. These are extremely informal Saturday affairs which have proved very popular.

A few days before the trip a notice is pub-

lished announcing that anyone who wishes to participate should be at the school at ten o'clock Saturday morning. Two teachers who own and ride bicycles agree to accompany the group. Each person brings his own lunch.

Saturday morning the group meets and decides its destination. It may be three miles to "Rosy Mound," a huge sand dune, or possibly they want to go to a small town park seven miles distant. Other trips have taken them to a sawmill ten miles from the city, a scout camp twelve miles out, and a bayou about five miles away.

On arriving at the chosen site, the first item is lunch. No matter what the time, lunch is usually eaten immediately on arrival. Following that come games. "Capture the Flag," which requires no equipment except two flags, is always popular. Many hours have been consumed in this sport. Other games have been played, softball the most common. With these games and just "fooling around," the time passes swiftly. Soon it is necessary to return home.

As many as fifty-four students, 26 per cent of the school, have been on these Saturday trips. There are never less than twenty-five. These are merely pleasure trips, but certainly they have educational value. They are considered as part of the physical education program of the school. If our people today need "toughing up" activities, such as these are valuable. A great deal of social guidance has to be given on these trips as well as instruction in street safety. The teachers who participate learn to know the students better and in an informal and real situation. Likewise, the students find that teachers are human, too. So with better feelings on both sides a more healthy school spirit must evolve.

These trips have done much to build such a spirit and to make Junior High School an enjoyable place. They are excellent projects for any student council.

When teachers in the Great Falls, Mont., High School want a classroom showing of a movie or slide subject, all they have to do is to make a request to the Projectors' Club. The pupil members relieve the teachers of all responsibility. Pupils operate the machines, keep the equipment repaired, and handle checking in and out of the paraphernalia. They love the work, and they do a good job. Obviously the school benefits by this service. What do the pupils gain by membership? The 35 boys in the club are chosen from a long waiting list by an unusual standard: preference is given to social misfits and those who rate low scholastically. The club gives them their chance to feel a sense of achievement, to stand out from the crowd, to be responsible citizens in the school.—*Clearing House*.



# Alumni Survey

**W**HAT ARE chances of getting a job? What openings are most numerous? These are questions members of Central student council sought to answer by securing information from graduates.

The alumni chosen for this survey were the classes of 1935 and 1939. This choice was made so that 1935 graduates would have one year after college or five after high school to secure work, and the 1939 class would have one year in which to find occupation or begin college work.

Double postal cards were sent out to 336 graduates of the class of 1935 with the request that the following questions be answered and returned to the student council for tabulation:

1. In what occupation have you been or are you now engaged?
2. How many engaged in that field? Is the field overcrowded? Salary?
3. What are educational requirements of job if any?
4. Have you attended college? How long? Where?
5. How much has college education helped you in job and salary?
6. What is a beginner's annual salary?
7. Were high school subjects adequate for your job or college entrance?

Answers from 106 alumni showed such a wide variation as to salary, prospects for advancement, and relative value of various subjects taken in high school that no conclusions can safely be drawn from the tabulations.

In regard to vocations, the committee of the student council tabulated these and added to the 106 vocations secured from the cards 171 more secured from consulting the city directory, making a total of 277 alumni covered in the report.

Vocations from this class of 1935 include the following: college students, 44; steel workers, 35; clerks, 20; stenographers, 13; salesmen, women, 13; nurses, 11; telephone operators, 11; housewives 10; office workers, 6; laborers, 6; beauty operators, 5; state hospital attendants, 5; railroad machinists, 4; teachers, 4; clerks, 4; secretaries, 3; bookkeepers, 3; aircraft mechanics, 3; railway express employees, 3; housemaids, 3; truck drivers, 3; unemployed, 3; ushers, 3; crane-men, CJ&I, 2; newspaper reporters, 2; dental assistants, 2; reporters credit mercantile association, 2; D&RGW apprentices, 2; farm laborers, 2; bakery employees, 2; students, 2; machine operators, 2; carpenters, 1; ac-

**ACHSAH ALICE HARDIN**  
Student Council Sponsor  
Central High School  
Pueblo, Colorado

countants, 1; NYA, 1; laboratory assistants, 1; tailors, 1; baseball players, 1; Salvation Army officers, 1; pharmacist, 1; handy machinists, 1; managers, 2; graduate students, 1; contractors, 1; radio operators, 1; filling station attendants, 1; mechanics, 1; paper carriers, 1; CF&I conveyor operators, 1; U. S. Marine Corps, 1; U. S. Army Air Corps, 1; seamstresses, 1; desk girls, 1; agency employees, 1; business managers, 1; Miller Mercantile employees, 1; designers, 1; U. S. Navy, 1; photo litho experts, 1; elevator operators, 1; railroad firemen, 1; locomotive firemen, 1; city firemen, 1; hospital internes, 2.

The class of 1939 made a less complete response than that of their elders. Only 76 alumni replied, and these lead one to believe that there was, as could be expected, more unemployment in the class which had been out of high school one year. The council committee secured information concerning 109 additional graduates from the city directory making a total of 185 vocations out of 308 members of the 1939 class.

The questions sent to this class were slightly revised from the ones sent to the alumni who had been away from high school five years. However, the answers did not indicate definite trends; so the committee tabulated the vocations of this class which show the following: college students, 67; steel workers, 31; telephone operators, 12; clerks, 10; salesmen, 6; beauty operators, 5; stenographers, 4; clerical workers, 4; drug store clerks, 3; maids, 3; unemployed, 2; filling station attendants, 2; barbers, 2; U. S. Army, 2; Machinists, 2; housewives, 2; U. S. Navy, 2; theatre doormen, 2; student nurses, 2; bookkeepers, 2; mechanics, 1; paper carriers, 1; state hospital attendants, 1; housemaids, 1; farm laborers, 1; U. S. Marine Corps, 1; carpenters, 1; cafeteria workers, 1; seamstresses, 1; agents, 1; firemen, 1; waitresses, 1; service men, 1; collectors, 1; messengers, 1; truck drivers, 1; laborers, 1; bank employees, 1; managers, 1; elevator operators, 1.

From this survey the student council sent a detailed report to the vocational guidance department for the counselors' use in advice as to students' schedules and choice of major and minor subjects.

(Continued on page 156)

# Affirmative Rebuttal Plans

**R**ESOLVED: That every able-bodied male citizen in the United States should be required to have one year of full-time military training before attaining the present draft age.

There comes a time in the development of almost every high school debate season when the debater feels somewhat at a loss as to the best method of proceeding with the study of the debate topic. In most of the cases this feeling of insecurity comes at that period of transition between the preparation for the constructive and the rebuttal speeches of the debate. The feeling is greatly intensified by the beginning of the actual debate season and by the realization upon the part of the debater that the debate season has progressed beyond the point of merely talking about what will be done in the rebuttal section of the contest. He is confronted by the fact that he must make an effective attack upon the arguments of his opponents on the coming Saturday. However, the debater should not consider his preparation for effective refutation and rebuttal an impossible task, but rather just another step that comes as he progresses and develops during the debate season.

Before the debater is ready to start his preparation for meeting and defeating the arguments of his opponents, he must have a clear conception of the difference between the terms *refutation* and *rebuttal*. Although these two terms have much in common, they are not exactly synonymous. By the term *refutation* we mean attacking and disproving the arguments of your opponents in either your constructive or rebuttal speech. The *rebuttal* is the name of the second speech of each speaker in the contest. It should be noted that the rebuttal speech usually is made up of a type of argument that is distinctive and is known as *refutation*.

It is a well known fact that most debaters have a feeling of inadequacy when they begin to prepare their rebuttal speech. If you are one of those students who have this feeling, it would be well for you to remember that although you are fully prepared for the constructive part of your debate the really important part of the debate contest does not begin until the rebuttal speech. It is in the rebuttal speech that the actual skill and ability of the debater is made effective. The constructive speech can well be compared to the steel framework of a modern skyscraper. It is vitally important and must be well built if the building is to stand when completed. The rebuttal speech might be com-

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pared to the work that makes the steel framework into the finished building. The building would be useless if the framework were constructed and then never completed. Likewise a building that has been constructed without a framework will soon fall. This same relationship between the constructive and the rebuttal speeches in a debate can well hold for purposes of illustration.

If there is one bit of advice that should be given to the affirmative debater on this year's topic that will stand out head and shoulders above all other, it would be that the debater should follow the developments of international situations with extreme diligence. Changes are being made in the world today at such a rapid pace that overnight the entire line of argument of the affirmative team may take a completely new turn. Since the affirmative constructive speech has been worked out in advance, it will not be possible for the debater to change his entire constructive speech every time that we have some change in the international situation. It should be possible, however, for the debater to handle changes in conditions in the rebuttal speech.

Without an up-to-the-minute knowledge of world conditions the debater upon the subject of Compulsory Military Training will be unable to meet his opponents upon an equal footing. Suppose, for example, a debater in a contest, with no knowledge of President Roosevelt's recent announcement that he had in his possession a map which shows a Nazi plan for dividing South America into five sections that are to be subservient to the will of Germany and Italy. If the debater had no knowledge of this statement by the President, he would be at a distinct disadvantage. This statement is of importance to both the affirmative and the negative side in this debate. Without up-to-the-minute information upon our changing world conditions, the affirmative debater will be at a disadvantage in his rebuttal attempts.

The importance of being posted upon world conditions cannot be overlooked in this particular debate. The major defeat of any nation now engaged in the war will have a tremendous effect upon public opinion on the problem of a permanent system of Compulsory Military Training. The entry of Japan into an aggressive move toward the nations

in southern Asia will also have an effect. The debater that is the best prepared for rebuttal will be the one who has a grasp of world conditions at his fingertips.

The remainder of this discussion will be for the purpose of pointing out just how the affirmative debaters may be successful, in meeting the arguments of the negative.

The initial step to take when planning rebuttal materials for the affirmative to use in attacking the negative is to make a list of the major points of weakness in the negative case. When these weaknesses have been listed, the affirmative should make every effort to work out an effective attack upon them. In the paragraphs found immediately below, a few of the weaknesses of the negative case will be mentioned and discussed briefly.

*We have never had compulsory military training in the United States, so we should not adopt it today.* This argument of the negative is from tradition and custom, but nevertheless it will be presented by many negative teams. Of course, such an argument has an appeal to many people, but in general it does not take into consideration the conditions of the world in which we are living at the present time. It might well be pointed out by the affirmative that just as we have never had compulsory military training we have also never before had a world condition in which the Monroe Doctrine and even our own independence was openly threatened.

The affirmative might point out that we had never had insurance upon bank deposits before 1933. The fact that we had never had such a form of insurance cannot be presented as a logical reason why we should not keep the system. The avenue of attack open to the affirmative upon this weakness of the negative is to point out that changing world conditions may make the plan of Compulsory Military Training absolutely necessary.

*The negative team is in favor of the present plan of compulsory military training on a limited basis, but they oppose a permanent system.* This stand upon the part of the negative is probably the most logical one that could be taken today. In view of the great uncertainty in the world and the growing spirit of conquest among the Axis powers, few people could logically oppose our present attempt at preparation. If they do attempt to oppose it, their opposition would probably be because they feel that our attempts are not strong enough.

The stand of the negative, therefore, is that our present plan is all right for the duration of the emergency, but we should not continue our plan of maintaining an adequate defense army when the present crisis is over. If the affirmative wishes to make a clear analysis of the attitude, they should take their nega-

tive friends back to 1933 when Hitler came into power in Germany. At that time it would have been impossible to get the United States to have passed even a temporary military training law such as we have at the present time. Yet in a space of eight years would conditions have changed so much that this plan now has the support of a majority of our people.

It must be remembered that in the present crisis the United States originally had the protection of the armies of France, Great Britain and Russia. These armies have met the hordes of Germany, and thus the United States has had time to prepare before our potential enemies could have an opportunity to attack us. In the future this may not be the case. In the future, if we fail to adopt a plan of compulsory military training, the United States might have to face a combination of well trained nations without the aid of Great Britain and Russia. It is this possibility that weakens this stand of the negative for temporary military training.

In the discussions above we have given two examples of points of weakness in the case of the negative. The debater should make a list of all the points of weakness that he can find in the case of his opponents and then work out an outline of methods of attacking each weakness.

#### EFFECTIVE METHODS OF REFUTATION

A few suggestions for the high school debater who wishes to become effective in the presentation of his rebuttal speech should be in order in this discussion of Affirmative Rebuttal Plans. If asked to mention the essential rules of effective rebuttal speeches the following would be pointed out:

1. There can be no substitute for a knowledge of the question. The student who has mastered a great amount of material upon the subject will be in a much better position to refute the arguments of his opponent than his less well prepared colleague. In this connection, we should stress again the importance of a knowledge of current world conditions.
2. Make an outline of the way in which you will handle each important point in the debate. Included in this method of attack will be such important items as (a) give the exact words of your opponent at the beginning of your refutation; (b) disprove the connection of your opponent either by the use of logical reasoning or by quoting from some authority; (c) clinch your arguments by showing how your refutation has weakened the stand of your opponent and how it has strengthened your contentions.
3. Practice the delivery of your points in refutation and rebuttal just as you practice your constructive speech. Since it



is possible to anticipate easily fifty per cent of the arguments that you will use in your rebuttal speech before the contest is held, refutation for these points should be prepared in advance. The fluency with which you handle these anticipated points may tide you over the bad spots where you are not fully prepared.

After consulting with a great number of debate coaches and judges we have reached the conclusion that there is really no justification for the great lack of fluency that prevails in the average high school debate contest during the rebuttal speeches. If the debater will analyze his opponents points of weakness and will study methods of attacking these weaknesses in advance, the rebuttal may become almost as fluent as the constructive speech.

While it may be truthfully said that fluency is a desirable objective in the rebuttal speech, it should not be considered as being more desirable than the ability to think and adapt your arguments to meet the case of your opponents. Remember that thinking and adaptability are of first importance. After you have thought out an answer to your opponent's arguments, fluency in delivery will help you in making your arguments more effective.

The debater should enter the rebuttal speech without any rugged plan of procedure. Debaters who divide speeches and points of argument equally among the members of their team often fail to present a unified and effective debate. It is usually a better practice to divide debate points for purposes of refutation as the debate progresses than to make an arbitrary division before the contest.

#### SAMPLE AFFIRMATIVE REBUTTAL ARGUMENTS

Below you will find a group of arguments that probably will appear in practically every negative case upon this debate topic. While they may not appear in exactly the same form that is given here, it is almost certain that they will appear in some form. Below each negative argument will be found a method of meeting the argument.

*Negative Argument*—We should not adopt a plan of Compulsory Military Training as a permanent system because it will seriously interfere with the higher education of our young men.

*Affirmative Refutation*—The negative team has taken the stand that we should not adopt the proposal of a permanent system of compulsory military training because it may interfere with the higher education of our young men. There are several ways in which this contention may be handled.

First, let us consider the large number of American boys who will never get higher education, regardless of the compulsory military training system. For these boys this

year of army service will offer them an opportunity to acquire some vocational skill that may enable them to earn a living. For the boys who are going to enter institutions of higher learning, this one year of service will merely delay them one year. This delay is a relatively short one when it is compared with the years required to prepare for a profession.

Another answer to this problem may be the offering of some higher education to the boys in training. In addition to the military and the physical, these boys may be given advanced studies.

Thus we can see that one year of compulsory military training may be so planned that it will be beneficial to practically all of our youth without seriously interfering with higher education.

*Negative Argument*—There is no need for compulsory military training because we need a highly trained technical army instead of a mass army.

*Affirmative Refutation*—The negative debaters are opposing our proposal for compulsory military training because they feel that we need a highly trained technical army instead of a mass army. The affirmative feels that we need both. The negative are evidently basing their contention upon the fact that in June 1940, 150,000 mechanized German troops were able to defeat the five million in the French mass army. This feat did look very impressive at that time, but since that time the stand of the more determined Russians indicate that the French were defeated because they did not put up an effective resistance.

In the war between Russia and Germany we see both sides are using their highly technical troops and their mass armies. How effective would Germany be in Russia if she did not have millions of men in her mass army to follow the advances of the mechanized divisions? Russia would probably be out of the war at the present time, except for the heroic fighting of her mass army.

We can see that changing events change our opinions, and so it is easy to learn from the Russo-German War that the mass army is still a vital part of any system of national defense.

*Negative Argument*—There is no need for a plan of compulsory military training because a system of voluntary conscription would provide an army large enough to meet the needs of the United States.

*Affirmative Refutation*—The negative have based their arguments against a system of compulsory military training upon the thesis that a voluntary system will be satisfactory. If they will look back into our history, they will see the ebb and flow of our fortunes during the Revolutionary War as the number of  
(Continued on page 159)



# Wassail for Christmas

**A** CHORAL speaking group can give a delightful wassail Christmas party. The wassail bowl is of old English origin. When groups of carollers serenaded friends and neighbors, at each house they were served the wassail bowl, steaming with spiced ale. The idea can be adapted for high school by using large punch bowls of spiced hot fruit juice served with cheese, crackers, nuts, pretzels, and cakes.

The program for the wassail party can be as informal and as varied as the imaginative director would like. The old English Christmas may be dramatized by both choral speaking and choral singing groups. Many of the songs and the ballads of old England can be used. One choral speaking group may be the family, and another speaking group may be the neighbor children who come a carolling.

For the dramatization, a large family can be gathered in front of a crackling fire. At either side of the fireplace, tables may be set with huge wassail bowls. Dishes of cheese, crackers, cakes and nuts may be in evidence.

The father can open the performance by quoting the following ballad. The family should give the refrain lines with such feeling that none will doubt that they are truly anxious for the feast.

**FATHER:**

All ye that to feasting and mirth are inclined,  
Come, for here is good news to pleasure your mind.  
Old Christmas is come for to keep open house,  
He scorns to be guilty of starving a mouse:  
Then come, all and welcome, for diet the chief,

**Chorus:**

Plum-puddings, goose, capon, minced pies,  
and roast beef.

**FATHER:**

The holly and ivy about the halls wind,  
And show that we ought to our neighbors be kind,  
Inviting each other for pastime and sport,  
And where we best fare, there we most do resort;  
We fail not of victuals, and that of the chief,

**Chorus:**

Plum-puddings, goose, capon, minced pies,  
and roast beef.

**FATHER:**

All travellers, as they do pass on their way,  
At gentlemen's halls are invited to stay.  
Themselves to refresh, and their horses to rest,

**HATTIE MARIE MARSH**  
*Colorado Woman's College*  
*Denver, Colorado*

Since that he must be Old Christmas's guest;

Nay, the poor shall not want, but have for relief,

**Chorus:**

Plum-puddings, goose, capon, minced pies,  
and roast beef.

Following this, the family can busy themselves with arranging the tables and decorations. Mary, one of the daughters, can begin hanging the mistletoe. As she does this, she may recite the following old ballad. The family must interrupt her in a teasing way with the refrain lines. In the second verse, her brother may recite the poem while the family continues the refrain.

**MARY:**

Of all the nights within the year,

**FAMILY:**

Oh, oh, the mistletoe!

**MARY:**

That's the night to lover's dear,

**ALL:**

Oh, oh, the mistletoe!

**MARY:**

When blushing lips that smile at folly,  
As red as berries on the holly,  
Kiss, and banish melancholy.

**ALL:**

Oh, oh, the mistletoe!!

**BROTHER:**

Mary tripped with panting breath

**ALL:**

Oh, oh, the mistletoe!

**BROTHER:**

Till the magic bows beneath,

**ALL:**

Oh, oh, the mistletoe!

**BROTHER:**

Then she feigned "undone her shoe,"  
But the swain her mischief knew,  
And seized a kiss, it might be two.

**ALL:**

Oh, oh, the mistletoe!!

(As the last line is said, a loud knock may be given the door. As the door is opened, a group of neighbor children can beg for food with these ballads.)

**CHILDREN:**

Here we come a wassailing  
Among the leaves so green  
Here we come a wassailing  
So fair to be seen.

Love and joy come to you  
And may your wassail cheer,  
And God bless you, and send you  
A happy new year.

CHILD 1:

We are not daily beggars.  
That beg from door to door,  
But we are the neighbor's children  
Whom you have seen before.

CHILD 2:

Bring us out a table,  
And spread it with a cloth;  
Bring us out a mouldy cheese,  
And some of your Christmas loaf.

CHILD 3:

Good master and good mistress,  
While you're sitting by the fire,  
Pray think of us poor children,  
Who are wandering in the mire.  
(All laugh.)

#### *A Carol for Christmas Eve*

CHILDREN:

We come to your doorstep  
To sing you a song.  
Our tune is but simple,  
Our voices aren't strong.

We sing of a Baby  
As old as he's new—  
Now welcome the Baby  
And welcome us, too.

CHILD 4:

The Babe had no cradle  
To rock Him to rest.  
The arms of the Mother  
Rock all babies best.

CHILD 5:

The Babe had no garment  
Of silk and of gold.  
Her own mantle kept Him  
Within a blue fold.

CHILD 6:

The Babe had no mansion  
In which He might roam.  
He lay on her bosom,  
And that was His home.

CHILDREN:

Each year as the time comes  
We, too, come along,  
To stand on your doorstep  
And sing you a song.

We sing of a Baby  
This night born anew.  
For the sake of the Baby  
God bless me and you.

(The children may be invited into the room.  
After they are seated, the father may announce the beginning of the program with this poem.)

FATHER:

Let no one come into this hall,  
Growe, page, nor yet marshall,

But that some sport he bring with all  
FAMILY:

For now is the time for Christmas!!

FATHER:

If that he say he cannot sing,  
Some other sport then let him bring,  
That it may please at this feasting;

FAMILY:

For now is the time for Christmas!!

FATHER:

If he say he cannot do,  
Then for my love ask him no more;  
But to the stokkes then let him go;

FAMILY:

For now is the time for Christmas!!

A miscellaneous program is given in which many people perform. It should be given as if it were impromptu.

Before the program has a chance to become boring, wassail may be announced and all served.

To close, all should join in singing or reciting some wassail poem, such as this one:  
Wassail, wassail,

out of the milk pail,  
Wassail, wassail,  
as white as my nail,  
Wassail, wassail,  
with partridge and rail,  
Wassail, wassail,  
that much doth avail,  
Wassail, wassail,  
that never will fail,  
Wassail!!

#### **National Campaign Against Accidents**

Recently President Roosevelt issued a proclamation calling upon every citizen to unite in an all-out campaign against accidents. Schools throughout the nation are participating in this campaign.

The National Education Association has prepared a number of bulletins and reports relating to safety education. It is recommended that schools make use of these materials in planning their part in safety education. A list of valuable teaching aids is contained in a brief bulletin, "Teaching Aids in Safety Education," available at N. E. A. headquarters in Washington, D. C.

Another valuable source book in safety education is the 1940 yearbook of the American Association of School Administrators also available through the N. E. A. Suggestions for ways in which schools can meet the President's challenge are to be found in a leaflet entitled "For a Safer America," copies of which may be obtained from the N. E. A.

—Oregon Education Journal

Colleges are places where pebbles are polished and diamonds are dimmed.—R. G. Ingersoll.

# Dear Parent:

**R**ELATIONSHIPS between parent and teacher have received a great amount of attention in recent years. From many quarters comes the call for greater unity, for more understanding for closer cooperation. Guidance people everywhere, in their dealings with parents, ask them more or less tactfully to understand that when Mary or Johnny go off to school, they take with them the habits, skills, attitudes and ideals developed at home. Parents are further informed that school must not be used as a device for ridding them, the parents, of responsibility and that schools are not nursery institutions established to make it easy for father to go to work and for mother to do her shopping. In short, educators stress the supplementary, not the substitution value of the school.

When mother and dad ask the guidance office or the teacher what they can do, the response is, more often than not, one of vague generalities which do not clarify very well what mother and dad can actually do. Here and there a good down-to-earth suggestion may be obtained. But on the whole, such suggestions are quite rare. Parents are left bewildered. The situation is especially severe, if not tragic, in cases where maladjustments result from apathy or ignorance.

In my dealings with parents, I have often felt the need for giving some well thought out and concrete directions to the parent. With this in mind, I have drawn up the accompanying "Parent Check List." Such a check list, if used efficiently, can be a great help in welding parent effort and teacher effort to build strong, healthy, independent citizens for tomorrow. It may be reproduced in mimeographed form either by the parents' group or by the school administration. For best results, the form may be distributed to parents during the second and again during the eleventh week of the school term. Forms should be returned within a day, bearing the signature of the parent.

When filling out such a form, the parent will be stimulated to discuss school problems at home. Very few parents will knowingly permit slipshod work or unsatisfactory behavior. By keeping a file of such returns, the guidance office can more easily account for difficulties.

## School-Home Cooperation Check List TO THE PARENT:

We are sending you a list of activities which you, as a parent, can check upon to see how well adjusted your child is to his school environment. Please read the

**JOSEPH M. OXENHORN**  
*Teacher of Biology and Science,  
Andrew Jackson High School,  
Brooklyn, New York*

questions carefully. Discuss the answers with your child. You need not write your answers. Try to do as many of the things as is possible. We feel sure that the effort you put forth will be very gratifying, as it may result in a more successful and happier school career for your child. Please sign in the space provided and return the sheet within a day.

*(Signature of School Head)*

1. *Are you acquainted with the assignments your child is asked to complete?*

It is wise to read the assignments at least once a week and then check with what he has actually done.

2. *Do you ever examine marked test papers?*

Insist that your child bring these home where the teacher permits it. Inspect a few of them occasionally and ask your child to explain the marks.

3. *Do you know whether or not your child is prompt?*

Lateness to school means subnormal work. Find out why your child has been late.

4. *Do you permit absences for alleged illness without investigation?*

Children who are ill should, of course, be kept at home and properly cared for. Parents must understand, however, that vague pains are sometimes used to shirk school responsibility.

5. *Does your child belong to a school club?*

School clubs stimulate interest, foster goodwill and sportsmanship. We have a variety of clubs suitable for many types of children. Encourage your child to join a club of his choice.

6. *Has your child paid his general organization dues?*

School activities require money. Your child's dues help. Payment of such dues also inculcates the idea of taxpayer responsibility.

7. *Does your child have a quiet place to study?*

Distractions cause inattention. Inattention causes failure. Try to arrange for a quiet place to study. It is wise to have your child study at the same time every day.

8. *Do you provide your home with good newspapers and magazines?*

Newspapers and magazines are great  
*(Continued on page 159)*



# A Local History Club

**I**N THE study of civics and United States history the relation of one's own community to the national history is often apparent but impossible to study very thoroughly in the civics or history class. Both are full courses, and time cannot be taken from them for a lengthy study of the community.

When interest is aroused in local history, the school club is the logical place in which the students may pursue their interests without upsetting a precious course of study or taking time away from important national issues.

"Nothing ever happened here," a youngster says when given his first assignment at 'digging up' a bit of local history.

"No, nothin' interesting ever happened, least, I never heard of anything," says another one.

In almost any little town, there are many who think their seemingly commonplace home has no historical background of any special interest. When such a feeling has been expressed, the time is ripe for a little research, and the chances for genuine surprise and the subsequent organization of a successful club are very good.

Every place has traditions. While there may not be a great many happenings of national or international importance, one can always find traces of events that were part of the national picture. Great national changes effect the people of every community, no matter how far removed from the center of activity.

In every community there are people who keep in their minds a unified picture of the life of the place. Many hoard newspapers, old letters, diaries, legal documents, pictures, and relics. There is sure to be someone who has made the collection of historical data an interesting hobby. Now that every community has some sort of library, there is material there that has been carefully collected and catalogued for use.

The hobbies of these people should be recognized and utilized—capitalized in the school room. At junior high school level, boys and girls have begun to accumulate relics which they will enjoy bringing to their club.

The history of the school grounds and the school itself seems to be a natural place to begin. For example, Parsons East High is built on ground that belonged to a family living near the school. Upon interviewing a member of the family, someone learned that the two and a half acres that comprise the school ground was settled by this family, when the land was still part of the Osage Ceded Lands.

SALLIE SHAFFER  
*East High School  
Parsons, Kansas*

These settlers had held preemption rights until the treaty with the Indians made it possible for them to buy it for \$1.25 an acre. It was also learned that there was a controversy that took the settlers into the courts and finally to the United States Supreme Court, over the grant of odd sections of land to the M. K. & T. railroad by the Congress of the United States.

By interviewing the old neighbors of any school, the student may gather information that will lead to the discovery of school history that was reported in old newspapers and records.

The school history may be included in the school's hand book, or it may be placed in the school library. If there is neither handbook nor library, a copy may become part of the school's permanent records. The importance attached to the school history is motivation for the study of history. Students feel they have made a real contribution to the school and that they are participating in important work.

Following the study of the school, the students may undertake to find the origin of the names of city streets. In a rural community the study may well be directed to include the origin of the names of streams, roads, hills, lakes, and neighboring towns. Some most interesting stories are back of place names. Again using an example in our own community, a little town was named for an Indian chief, a war chief of the Osages, whose name meant "four lodges." It is said that he was named from the fact that he provided a lodge for each of his four wives. The chief himself was interesting, and enough was discovered about him to make a very good story.

By the time students are well along with their project on place names, family stories begin to be in evidence. These stories are part of the student's own source of material. One is always amazed at the fund of material that is really interesting and vital. The family story shows how important world events are remembered and used as a means of remembering other events. With proper appreciation and consideration of the family stories, the teacher is able to motivate the work of the club and also the study of history.

With wider interest in history, the student begins to learn something of the methods of



research and how the historian works. Having had the experience of being a historian himself, he begins to approach the study of history with better understanding of historical problems and is better able to assimilate what he studies.

If students want a club organization, they may set up some aims, effect an organization, and make plans for their meetings at any time after they have become aware of a need for a club. It may serve to make them feel that they "belong" and it will help to get things done.

With the assembling of family stories well under way, students will be ready to tap other sources of material in their community. Through interviews with "old timers" much valuable material will come to light. They will bring out their old letters, diaries, clippings, pictures, and relics. From their stories students will get ideas as to where to go to get more accurate information or to check up on the truth of the stories. This sort of thing must be done if students are to learn that history is true as well as interesting. By going to records made at the time things happened, students get the atmosphere of the past and its importance.

Before a student asks to see old records the teacher should prepare the way very carefully by talking to the people in charge of the records, also by teaching the student how to manage himself in a way that will bring credit to himself and to his school, and thus keep the way open for future clubs to examine records.

"What shall we do with the material after we collect it?" is a question that will arise.

There is no end to the interesting and worth-while things to do. The work of the club should start with action, if it is to keep the interest of the students. Simple dramatization within the club room, talks, and just plain story telling are entertaining.

Students who have some talent for creative writing may write stories, poems, and imaginary diaries or letters. If a student has acquired letters or a diary written long ago, he may weave the material into a story. His writing may follow the style of fiction or that of historical writing, with notes and bibliography. If he has assembled facts, he can imagine the diary or letters that might have been written. An attractive booklet may be made by assembling these efforts at creative writing.

The drama is a potent medium for motivating history. Skits, plays, and pageants have educational value, especially when the student writes the drama. If the student is to find joy in writing his history into drama, his first efforts will have to be short and each one a coherent unit. The lines of the dialogue will be short and easy to learn. He will have

to be shown that the lines must be brightened with character and a little fun. There should be as many characters as possible, so that all may profit from the experience. The play should have plenty of action—every boy or girl likes to act.

In writing the skit or play themselves they will use the language of their kind, thereby giving it atmosphere that will appeal to members of the class who watch the play.

The historical pageant can be used to just as good advantage as the play, but it entails more work and may grow to great proportions. The student must have some instruction as to the method of preparing the pageant.

Running through the story, there should be some idea that unifies and holds it together. Symbolic figures may be used to do this—figures that personify the community or some forces recognized in its development.

A pageant has a prologue that presents the argument for the pageant and explains briefly the plan of the episodes. The episodes are based on events that are significant and are somewhat related or connected.

The story of the pageant is told more through color and action than by dialogue. The processional and recessionary may be somewhat of a spectacle, quite colorful.

The episodes should be short and simple. Attendants may serve to hold the story together and give unity.

Music is used as a background for the action and should be subordinated to the play action. When the dance can be used to portray a mood the music, of course, should be suitable.

If the pageant grows beyond the club, it may become a whole-school affair. Physical education classes may work out the dances, and the school orchestra select and play suitable music. A costume club may design costumes, and art classes devise scenery.

If the school has a campus that provides a good setting for a pageant, a outdoor presentation might be more effective. A neighboring park might well be used for the school pageant—or the athletic field of the school.

Another activity that may come from the history club is the celebration of the community's anniversaries—the town's birthday, the anniversary of the organization of the county, or erection of the school building. These celebrations may begin in the club meeting and the more worthy ones be given in assembly or used as exchange programs.

To celebrate the town's birthday anniversary a program somewhat like the following may be arranged:

Explanation of the program  
Play, The First Council Meeting  
Story, How My Grandparents Came To  
This Town  
Music, Songs that were sung in 1871

Talk, What the First Citizens Did to Have a Good Time

Early Industries

History of the City Schools

To give the audience opportunity for participation in the program, the committee may ask children who are direct descendants of the members of the first council to stand up together. To do this, there should be some publicity through homerooms several days before the program.

To celebrate the organization of the county, a program might include a play following an outline similar to this:

#### THE STORY OF OUR COUNTY

Scene I When the Indians Came to our State

Scene II John Mathews, Indian Trader, was said to be a Guerrilla

Scene III When the Settlers Came to Take the Indian's Land

Scene IV The Citizens Organize a County

Scene V How the First Citizens Got a Railroad

For the motor-minded child in the history club, there are many things to do. Drawing maps and pictures, and making scenes to be used as backgrounds for display of figures and models offer no end of possibilities. Making a temporary museum with these things has great educative value, too.

A pictorial map is fun to make, since it does not have to be drawn to scale or meet too many requirements for accuracy. It can be done by cutting out pictures from magazines and pasting them in place. Better still would be pictures drawn by the student himself. The town, school district, township, county, or group of counties may be mapped this way.

The exhibits of maps, models, figures, and pictures that students make for themselves may be used on Visitor's Day or during Open House. Perhaps they will want to build up the exhibit with their collections of relics, old guns, books, pictures, clothing, quilts, bed spreads, coffee mills, old fashioned dishes, silver and table linen, canes, bed warmers and similar articles. When arranged on the walls and desks of a classroom, this will make an interesting show. Girls wearing old fashioned dresses and serving as ushers lend color to the scene.

In this sort of activity there are also possibilities for an assembly program.

A certain type of student may enjoy working out diagrams, charts and even cartoons that tell a story of the long ago. The student who can see relationships between the present and an event of the past might be able to put his idea into a cartoon. A study of the growth of population may be shown in a graph or chart.

If the study is continued to include the de-

velopment of the community's resources and industries, graphs, charts, and diagrams may again be used to good advantage.

Beside a strictly local history club, other clubs may be organized that follow related interests: Biography, Historical Shrines, Know Your City, Historical Buildings and Historical Dramatization, and Museum.

The biography club may begin with biography of the student himself, the biography of his parents, grandparents, citizens of importance in the community, and people of state or national interest who have had some relation to the community.

In a community where there are historic shrines they may be studied and visited. Pictures may be made or bought and mounted for the class or school.

Any town may have a Know Your City club. The history, development of natural resources, its industries, churches, schools, businesses, transportation facilities, welfare services, clubs, and political organization are full of interest.

Even the homes of the people are material for study. Styles of architecture date these homes. With a little study, a student may learn to tell by its style, approximately the time a house was built. The development of districts within the town, the restricted residential district, the "west side," or "east side," "automobile row," "scuffle town," low and high rent districts. What caused these districts to become so sharply defined?

Local material is valuable for the dramatics club that wants to do some original writing. Short, simple plays that are easily learned and staged may be written by students themselves. Short scenes developed separately may be combined into a longer and more elaborate play for an assembly program.

One of the newest clubs is the museum club, which has for its aim the establishing of a permanent school museum. The Smithsonian Institute, recognizing the value of the school museum, has published a pamphlet on the small museum.

The first step in establishing the museum is to provide proper housing for the relics and historical material. No one will give objects to the school unless he feels that the school will appreciate and care for them, and that they will be so displayed that they may be seen by the public.

The school museum must start small and take a long time to grow. The greatest difficulty is in having available space. The school seldom has a room to spare. Buying cases when there is still little to display may meet with some opposition. A bookcase with glass doors that can be locked and placed in the history classroom will do at first. If big cases are bought, they can be filled with

nandwork of the school, which can be removed when museum pieces are added.

The concrete representation of objects studied in class and exhibited in the school-made museum makes history seem more real. By studying the exhibit, ideas may come to the students for their own original handwork. The museum may be somewhat of a laboratory of man's past.

A climax to the work of the history club might well be a trip to the State Historical Society. There the students can see the relics and collections that have been assembled throughout the years. In the halls will be found paintings of scenes of the State and portraits of the people who have made the history of the State. The library of manuscripts, newspapers, books, and the card catalogues may be examined to see how the materials are kept and made available for use.

The great vault in which are kept the precious original manuscripts, letters, diaries, maps, etc., will interest any student. Students will see people at work copying the valuable manuscripts that might be destroyed by handling, some of them being covered with gauze to preserve them for hundreds of years to come. The students could meet the interesting people who are in charge of this important work and talk with them.

Checking up from the standpoint of education, using Kilpatrick's four types of project, the history project is the *external form* type in that it leads to writing and producing a story, poem, play, description, or narration. There is *enjoyment of aesthetic experience* when the members listen to the reading of the story, poem, description, or narration or watch the production of a play, skit, or pageant. A *problem is solved* when a plan is developed for collecting, interviewing, writing, or giving a dramatic presentation or in the case of the museum club, when a location and equipment are selected for housing collections. *Development of a skill* is attained when a student has practice in making a map, a model, a picture, a chart or a graph, carrying out his plan of research or writing and producing a drama. Even though simple and crude to the adult, there is much gained through the procedure.

The guidance value of a history club lies in its opportunity for development of personality, enrichment of interests, acquisition of knowledge, contacts made with people of the community, and insight into certain vocations.

The study of history may lead to the selection by someone of Archeology or Historical Research as a field of work. The appraisal of the community resources, industry, and business have unlimited possibilities for observing occupations of the people.

Appreciation of the good things about the community will lead to greater satisfaction

in living and working in the place. A trip to an industry where workers are observed going about their tasks show them in a different light from that of meeting workmen dressed in work clothes on the street. When students see the different things they do, the skill with which they do their work, and the efficient management of industry, some of them may see that work in this community can really be attractive.

The teacher's problem of capturing and holding the interest of her students in the hope of awakening a lasting love of history may come nearer to solution through the history club than through the traditional course in United States history.

### A "Model" Homeroom Discussion

(Continued from page 136)

even the supreme court reversing itself over a period of years."

"I claim the police have no right to order people around the way they do."

Now I interposed; "Mr. Eff, what are we going to have if we permit the preaching of the doctrine that every child may decide law and order for himself? If our police force is acting illegally, then we have a responsibility to organize public opinion, have the chief fired, and create a situation that will mean the most good for the greatest number of people. What other dangers are apparent in this topic?"

"I'm overcome by the enormity of it," said Miss Eie, "We can't possibly cover all of this. My eye lights here, and just as my mind gets going, I see something else, and then I'm attracted by another item. If this happens to me, a teacher, what will happen to pupils?"

"Miss Eie, you carry me back to the early years of my coaching. I opened the book, there were thirty-one plays. My, but they looked fine! I went right to work and taught my boys those thirty-one plays. There wasn't much time, we couldn't perfect each of them, but we learned them all and went into that first game, into that first season, with plenty of plays. Well, you know what happened." Mr. Cie's early years of coaching were not so far back but what we could all remember, and the tightening around Mr. Cie's lips, as he told the tale, showed that time had not yet sweetened the memory. "But I learned, that's the important thing. I learned to pick a few plays and really master them. So with this outline—why not pick a few plays and really go after them?"

"But, Mr. Cie, is that education? That's the trouble today, we cover only one or two points, and pupils go out of here half, or less than half, educated."

"I feel it is far better to cover two points well than to survey everything. The trouble with youth is, they take a smack at every-



thing and master nothing. I think young people really glory in mastery, once it's achieved, and in my home room I intend to master one aspect of democracy in the hope that they will learn by our study, how to master a life-time of problems—that's democracy."

"You are right! I've been thinking it over, and I think I shall try to use any topic or any device that will lead to a belief in the greatest good for the greatest number. If young people make that philosophy the basis of their lives, they will be able to settle every social problem that comes their way throughout life."

"It seems to me that all of this can be directed into the channel of self-discipline. No matter whether we have a debate, play, or panel on what subject, if we direct all questions and conclusions to this end, we will truly have served democracy, for rights must become privileges, and duties and self-discipline alone will save democracy."

"It all comes down to a matter of patriotism. If every child understands patriotism and is truly patriotic in his heart, we need not fear foreign isms. I think this can best be worked out in ten-minute skits followed by student discussion."

"Is it better to lead a discussion like this yourself, or should the children work it out?"

"Pardon, may I interrupt?" The hour was late, everything could not be settled that evening, and I decided to stop there and point my moral:

"I have listened with a great deal of interest to your comments. Do you realize that this has been an absolutely perfect homeroom period? You came without preparation; in fact, you did not even know what the discussion topic was; worse than that, you came in here with your minds made up to hate homeroom. When Miss Eell gave you the outlines you looked bored and disinterested. Then I took the part of the homeroom teacher leading the discussion. Before I came in here, I jotted down the points which might come up for discussion: handling of controversial issues, student organization for a discussion, time budget, and dangers in the topic. You chose to open with the last. Surreptitiously I watched my sheet, but as each of you was talking I looked straight at you and tried to show you by the expression on my face that I was interested in your remarks. On my list I noted that you were listing the dangers which I, too, felt were present: boredom, time, sophisticated attitude, shortage of materials, smart alec attitude, unsocial attitude, and so on, and so on. You were just like your students in that it was almost impossible to keep you on the subject. How many times did I ask, 'Are there other dangers?' You were argumentative and repetitious, even acrimonious. One of you knew all the answers and

wanted to monopolize the time setting the rest of you straight. Aren't these the very situations that arise constantly in your homeroom discussions?

"Then there is the little matter of Mr. Cie and the police. Thank you, Mr. Cie, for making it possible for me to illustrate a most important danger in discussion. From the democratic point of view, Mr. Cie expressed a definitely anti-social attitude. I let you debate with him until I saw that he was not going to give in. Then I entered the conversation, definitely stated the principle involved, and put the conversation on a new track. Mr. Cie, I haven't convinced you yet, but does that mean my homeroom was a failure? Definitely not! It was a big success because through group discussion you were encouraged to say something you might never have said to me in our pupil-teacher relationship. Now I know you have an anti-social streak in you, and I know I must work on you in private and redirect your thinking. Had I left it an open issue, however, before the group, every member would have gone home and said, 'Did Andy ever put Teacher on the spot today, and she couldn't say a word.' Now, if you think to mention it at all at home, you will say, 'Did Teacher ever sit on Andy today for criticizing the police.' Yes, Mr. Cie, I must make an excuse to bring up this matter with you.

"Did you notice the next turn your conversation took? As one complained, another showed there was no complaint; apparently each of you had a problem, but each knew the solution of some one else's problem. By the time we finished, everyone had his plan of attack worked out, his basic principle defined, and, best of all, all of you were enthusiastic. Never before have you had to be dismissed at the end of a meeting. Now you can go to your homerooms and without prepared assignments, without the incentive of grades, do as good a job as you have done this afternoon."

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"A fearful lot of flubdub is fed to teachers on the mystery of 'living in a democracy.' You'd think it never had been tried, instead of having been the practice of the country for a century and a half. . . . All that living in a democracy requires is that each person shall behave himself, have due regard for the rights and wishes of his neighbor, be willing to give-and-take in matters which require mutual concessions, and render such service as he can for the common good."—*Schenectady Union Star*

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The Declaration of Independence is the grandest, the bravest and the profoundest political document that was even signed by the representatives of the people.—*Ingersoll*.

# Our Pep Activities

**P**EP ACTIVITIES for DeWitt high school are centered in the student council. At the beginning of the school year freshmen are invited to try-out for the yearly vacancy on the cheerleader squad and those who wish to participate are coached by the senior member of the group.

Then, after a short training period, all candidates perform before the council and the faculty member in charge of the squad, who at the present time is the physical education director for girls and is not the sponsor of the student council. She, however, is appointed by this organization, although her acceptance is voluntary.

After the try-outs, the council and the supervisor of cheerleaders discuss all candidates and choose the most promising. As a result, this person becomes one of the four regulars—one from each class, each serving for four years, if efficient. Consequently, there are always three experienced cheerleaders and one apprentice.

Funds are provided by the council to purchase costumes, and the supervisor has charge of their use and care. In addition, the supervisor meets with all the pep chiefs from time to time to instruct them in the ethics to be observed, in the techniques to be followed in directing various yells, and in other methods to be considered in improving all phases of stimulating student enthusiasm at games and at pep rallies.

Previous to the first football game in the fall, the council sets the dates for the pep meetings. Some of these are designated as short ones, to consume about ten minutes and to be held near the close of the last period of the day.

The other rallies are allotted an entire period and are assigned to some group within the school. These longer pep meetings are so distributed that no teacher has the supervision of more than one during the school year, an arrangement which leads to the enthusiastic support of all sponsors. Of course, student planning and student participation are conspicuous, aims but adult guidance assures organized and purposeful performances.

As far as possible, a different member of the council is appointed by its president to be responsible for each pep meeting. Before the start of each major sport, a representative contacts the sponsor of each group assigned a program. The sponsor is informed regarding the date of the period rally and is given a check list and a copy of suggestions prepared by the council to encourage thoughtfully planned entertainment. From time to

C. A. EKSTRAND

*Principal, DeWitt Public Schools,  
DeWitt, Iowa*

time the representative learns from the group the progress that is being made and reports this information at the council meetings held each Monday night. This procedure, obviously, serves to promote sustained attention to the preparation of each program.

The check list, answered and returned to the council after the pep meeting, includes items as: date committee appointed; chairman and dates of committee meetings; topics of speakers and when notified; number of rehearsals as a complete unit; electrician and curtain puller; faculty members back stage; and references used.

Some of the questions asked include: Were there long pauses between parts of the program? Were speakers told to wait until they had the attention of audience before speaking? Were only performers visible to audience? Was janitor informed of date and time? Was an attempt made to distribute responsibilities? Was the entire program timed at rehearsals and provisions made to adjust it to minutes allotted? Were cheerleaders notified at least two days before the program of the number and length of appearances expected of them? Was electrician instructed to have house lights on at beginning and at end of program, as well as at all pauses? Were all performers told to enter stage area only through rear entrances? Was entertainment ready to start at predetermined time or signal? Were all materials used returned after production?

Some of the suggestions made are: Each year the council purchases a number of "stunt" books, useful in developing ideas for pep meetings. These are kept in the principal's office instead of in the library. Each committee is urged to examine these aids, which may be checked out but read only by the committee and the sponsor. The books are to be returned as soon as possible. Of course, it isn't necessary that these references be used; often original ideas are better for local situations.

It is recommended that all speakers, including athletes, prepare for topics chosen in advance, thus eliminating extemporaneous remarks, often parrot-like and disappointing as to method of presentation.

A program should start promptly at a predetermined time, or signal, and continue

until the dismissal bell. If some of the performers have a class before the pep meeting, order of numbers should be so arranged that these people appear later on the program. Because the grade school—in the same building—is usually in session at the same time, it is desirable that rallies continue until the end of the period; therefore all necessary adjustments should be made at rehearsals. Since the pace of an entertainment given before an audience often varies somewhat from that predicted on the basis of rehearsals, it is well to have a few numbers—additional songs or yells, for example—which may be added or omitted to permit elasticity.

Plans to arouse townspeople in the activities at DeWitt high school include the customary parades through the business district, the band and the rest of the student body stopping at several intersections, forming a large circle to give yells by the cheerleaders in the center. One supplement used is to have two small groups of dependable boys carry humorous signs advertising the game, one group in an orderly manner, going in and out of the stores on one side of the street, while the other group does likewise on the other side. Another variation is to have a youth, garbed in a ridiculous, feminine costume, follow the parade from the sidewalk and chat with spectators, focusing attention on the merits of attending the school event.

Whether the publicity stunt is a parade at the close of the school day or a torchlight procession at night, approval is obtained from the police department, and officers are provided as police escorts.

During Homecoming week, many of the local merchants permit a committee of artistic students to paint neat cartoons in colors on their store windows. Cake coloring is mixed with whiting to produce a striking effect, yet all materials used may be removed with just a little more effort than is usually necessary to wash glass. Well known comic strip characters are drawn to express comments, associating articles for sale by the stores with some phase of Homecoming. For instance, on the window of a butcher shop a character might challenge: "Help DeWitt bring home the bacon Friday night!"

In order to reserve a section for the cheering section, some husky students are appointed by the council president to police the area and to round-up local students who have neglected to join this section. Dubbing the lads "The Gas House Gang" adds novelty to the idea and helps to win the support of the fans.

It is apparent from the foregoing account that a student council may serve as the hub of pep activities, yet have the load shared by the remainder of the school.

## Activities Accounting System

**GLADYS LAWRENCE**

*Secretary, Hallsville High School,  
Hallsville, Texas*

**A** HIGHLY satisfactory school activities accounting system is being used in the Hallsville High School, a school located in the east Texas oil area.

In schools where this system is not used each organization is delayed in getting its program started until after it has created a fund on which to operate.

Such is not the case with organizations in the Hallsville high school. All funds belonging to the different organizations are deposited at the bank in one fund known as "School Activities." Each organization is credited on the books of the school with its part, and checks issued are charged to the organization issuing them.

Each organization is not required to wait until it actually has a fund of its own, but just so long as the school activities account itself has a balance, organizations may draw on it and there always is a balance, because while some organizations need money before they get it others do not need what they have for perhaps several weeks after it is deposited to their credit. In this way one organization supports another. For instance, in this particular school the junior class always puts on a play in the fall, but does not need its money until the junior-senior banquet sometime in April, whereas the senior class has need of money long before it puts on its play in March or April.

Of course, organizations are expected not to issue checks beyond safely anticipated income. The accounts are expected to be balanced at the end of the year. However, an organization occasionally goes in the red, but never for very much. When this happens, the balance in the red is simply carried forward to another year as a charge against the organization. This rarely ever happens. As a matter of fact, almost every organization ends the year with a small balance.

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# Radio as an Aid in Teaching English

IT HAS been hardly more than a decade that the American people have added a new folkway, listening to the radio. The radio has assumed such a high place in the American way of life that it demands consideration by teachers of English. The effect which radio listening is having upon children has not been evaluated by scientific study, but we have reason to believe that the influence is very large and, too often, not beneficial.

The increasing use of radio in the modern home has placed new responsibilities upon parents and educators. According to a recent survey of several large school systems, children listen of their own volition to the radio two to three hours a day. Children of all ages are learning from the radio, whether we wish it or not, and often not what we want them to learn. But whether for good or bad, they are learning, and in this fact alone, modern educators must see the necessity for making use of this factor in the development of the child for accomplishing certain academic aims.

Radio has a highly important place in English instruction. But skillful classroom direction is necessary if radio instruction is to be made a part of teaching-learning situations. The local classroom teacher must be alert and resourceful, for the value of the radio lesson is limited mainly by her skill in preparing for the reception of broadcasts.

Teachers should take advantage of student interest in radio drama in the teaching of dramatic literature and in the promotion of dramatic activity in the school. Unfortunately the number and quality of dramas presented on radio programs have been rather limited, but the number is rapidly increasing. These opportunities in the programs should be brought to the attention of the pupils by the teacher.

In the use of radio in the English classroom it must be born in mind that radio does not replace the teacher. Radio cannot do the job alone. It merely gives the teacher material which is new and alive. Radio simply allows the application of the mass distribution idea to teaching. An increasing number of schools have capitalized on this possibility and have installed radios in classrooms or in assembly rooms for the purpose of English instruction. Even where there are no radios in a school, teachers can suggest and direct the development of abilities of their pupils so that they may enjoy better programs at home.

A teacher of English in a Nebraska school recently stated that once a unit in radio ap-

EDWARD W. TEARE  
*Principal of Grade School  
Superior, Wyoming*

preciation is started, it can be stopped only by tremendous effort. Experiences in that school in oral and written English were broad, and this teacher testified that it was the most successful unit she had ever taught in stimulating activity of pupils. This teacher was giving vital material which was a part of the every day life of the pupils. It had a close correlation with their interests and their needs.

English instruction by radio has two phases—preparation and broadcasting of programs, and reception of programs. It is with the reception that most teachers are concerned. This does not infer that the children should have no knowledge of broadcasting. It is well that they visit a broadcasting station and get some understanding of the techniques of presenting such programs. Often it is impossible for an entire class to visit, but some pupil may do so and report to the class.

Pupils enjoy preparing radio programs to present, although those programs may not be actually broadcasted. Schools having sound systems may utilize this fact. The pupils enjoy imitating debates. "Dr. I. Q." programs, "Professor Quiz," questions and answers, dramatizations, and many other types of programs are on the air daily.

It is justifiable occasionally to interrupt a class for pupils to listen to an important broadcast, such as the announcement of the election of a new pope, coronation of a new king, or an important speech by the President of the United States or other national or world figures, but if radio is to be used regularly in the classroom, its offerings should be an integral part of the learning situation.

In advance of the class reception of a broadcast lesson, the pupils need to know why they are listening to a program, and what they are expected to learn from it. Pupils should be put in the right mood to receive the broadcast. Therefore, an assignment covering the radio lesson should be definite, fully explained, and important steps arranged chronologically, just as should be done in other assignments.

After the broadcast, class comment can be made upon the material presented, the quality of voices of those taking part in it, the speaker's command of the subject, and good taste and manners shown by both speakers

and announcers. Pupils should be led to censure and approve of their own accord, as in all phases of teaching. Condemnation of certain programs and praise of others by the teacher will do little or no good alone. Each member of the class may well select his favorite program and present his views either in written or oral form for class discussion.

Another way in which the radio may be used is in speech activities. Although some announcers and sports reporters may give us exaggerated diction, much excellent speech may be heard over the radio. These speakers provide excellent material for the study of pronunciation, enunciation, diction, and speech organization.

Although still in its infancy, radio has great possibilities of becoming one of the greatest modern aids in teaching of English. We can hope to have acceptance and use of the radio in the classroom through the untiring efforts of the teacher.

## The Tax on Admissions

Mr. H. V. Porter, Secretary of the National Federation of State High School Athletic Associations, has succeeded in getting some rather definite rulings from the Treasury Department relative to the taxes on admissions to high school games and other functions. Mr. Porter has undertaken to transcribe the Department rulings to apply to specific questions. We are very glad to pass these interpretations on. Remember that we are quoting Mr. Porter's interpretation of the Department rulings. The interpretations take the "Question and Answer" form.

**Question:** "What type of printed tickets and forms will be required and what will be the form in which the reports to the Internal Revenue Department must be made? Also, will these be yearly reports or will they be made at more frequent intervals?"

**Answer:** All admission tickets must show:

- (a) Price of ticket.
- (b) Amount of tax.
- (c) Total amount to be paid by ticket buyer.
- (d) Name of place where event is held.
- (e) Either date or a serial number.

Reports must be made:

- (a) To Collector of Internal Revenue in the given district.
- (b) Each month on or before the last day of the month following the month in which such taxes are collected.
- (c) Reports must be made on printed Form 729 which each school must secure from district Collector of Internal Revenue.

**Question:** "When the admission is below ten cents, is the event exempt from the tax

or does this apply only to children below twelve years of age?"

**Answer:** The tax of one cent for each ten cents or fraction must be paid on all tickets, even though they might be sold for less than ten cents, unless it is to a child under twelve years of age. Such a child is not required to pay a tax if his ticket costs less than ten cents.

**Question:** "If the admission for children below twelve years of age is ten cents or more, is the tax required?"

**Answer:** If a child under twelve years of age pays ten cents or more for his ticket, he must also pay the tax, such tax to be based on the actual amount he pays for the ticket.

**Question:** "In case students are admitted to a given event at a special admission price of ten cents and, in case the adult price for this event is fifty cents, will it be necessary for the school to pay five cents for each student ticket which is sold? Also, will it be necessary to pay this five cents for each complimentary ticket which is issued to those students for services which they may be rendering during the program? In this connection, I am thinking primarily of members of the band who often receive complimentary tickets to a game or contest because they sometimes render services before the contest or during preliminary loyalty meetings."

**Answer:** Special concessions are made to high school students. (This explains what might at first reading, appear to be a contradiction between the fifth and sixth paragraphs of the ruling.)

- (a) Such students need not pay the tax if they are admitted free, such as band members, helpers, etc.
- (b) If they are admitted at a reduced price, the tax is to be paid only on the amount actually paid by them for admission.

**Question:** "When a school activity ticket (usually issued for the entire school year) is provided, will the tax be required in cases where the average admission price per event is less than ten cents, i.e., if a student season ticket is sold for \$1.50 and, if this admits him to thirty athletic, musical or literary contests, will it be assumed that the average admission price is five cents and that consequently no tax is required?"

**Answer:** When a school activity ticket covering events sponsored directly by the high school (in the nature of a season ticket) is sold, the tax is based on the actual price of this ticket regardless of the established prices of the single admissions for the events which are covered by the season ticket.

**NOTE:** This is interpreted as applying to a season ticket purchased by the student and also to a season ticket purchased by someone

(Continued on page 159)

# News Notes and Comments

## December Front Cover

"Birth of Christ," a Christmas Pageant, Marysville Junior High School, Marysville, Washington.

"Looking Back at '40-41" is the title of a two-page pictorial supplement to "Good Impressions," published and printed by the students of the Ottmar Mergenthaler School of Printing at Baltimore, Md., and appearing with the July issue at the close of the school year.—The School Press Review

## "Hemisphere Solidarity"—A Teacher's Guide

The U. S. Office of Education announces publication of a guide to help teachers adapt high-school courses to promote good neighborliness among the Americas.

Titled "Hemisphere Solidarity," the new U. S. Office of Education publication was prepared by C. C. Crawford, University of Southern California, in cooperation with Office of Education specialists. "Not the educational meal, but the pantry from which a meal can be prepared" is the author's characterization of the pamphlet.

A city government is on foot in Milwaukee to censor all films shown in the public schools. A film received by a junior high school from the German Railways Information office allegedly on Wagner and music turned out to be a description of Hitler enjoying Wagnerian opera. The film was shown in a Polish school and resulted in a violent demonstration by 50 students.—*Educational Screen*.

The Eighteenth Annual Junior-High-School Conference will be held at the School of Education, New York University, on March 13 and 14, 1942, following the theme: "For a Better America: Education for a more immediate and effective democratic participation in the solution of our problems."

The Conference will open with challenges voiced by teachers, administrators, junior-high-school pupils and laymen. Discussion groups, including pupils and adults, will study specific problems of junior-high-school activities, procedures and principles; some will take the form of educational clinics. All of the discussion groups will base their work on and draw their conclusions from some months' previous study and analysis.

At a final session, the Conference will present for discussion a "Charter of Democracy for Junior High Schools." Committees will

soon be appointed to work upon the details of this charter and will submit them in advance of the Conference to many schools in the Eastern States for study and revision.

The Junior-High-School Conference is sponsored by the Department of Secondary Education of New York University's School of Education. Dr. Julian C. Aldrich, of the Departments of Secondary Education and Social Studies, is chairman of the 1942 Conference. He would be happy to hear from any faculty or teacher's group who would like to participate in the Conference.

The work of an extraordinary Latin Club is written up by Dr. E. R. Harrington, Albuquerque, New Mexico, High School, in the November number of *New Mexico School Review*.

## A Christmas Playlet in Two Acts

*Football and Powder Puffs*, by Anna Manley Galt. Here is a 15-minute play that uses 4 boys and 5 girls, can be produced in a few days, and fits any program at Christmas time. Its plot is interesting. Its lines are clever. Its effect is good. Send 50c for a set of 10 copies. Order from School Activities, 1515 Lane St., Topeka, Kansas.

## Delaware's Resolution VI

Whereas, It is becoming increasingly difficult to finance an athletic program from the gate receipts of interschool contests, and

Whereas, The great value of physical education and organized sports in developing certain character traits so necessary in a democracy especially in a period of national emergency is almost universally recognized, and

Whereas, Participation in organized sports is now greatly curtailed in many schools because of lack of funds for necessary equipment, and

Whereas, In many schools the curtailment of school funds has made it impossible to appropriate funds even for the regular physical education classes,

Be It Resolved, That the Delaware State Education Association approve the growing trend to think of sports as an integral part of our physical educational program and urge that appropriations be made to carry on an adequate physical education program including organized sports in all schools of the state.

Mr. Emerson Miller, Band Director, Teton County High School, Choteau, Montana, re-



quests information and material on organizing a music club made up of members of both glee club and band members.

Proceedings of the Illinois Conference of College Student Leaders has been issued by the Student Council of Illinois State Normal University, Normal, Illinois. This is a report of the first conference of college student leaders in Illinois. The program for the conference was planned jointly by students from the two sister institutions, Illinois State Normal University, Normal, Illinois, and Illinois Wesleyan University, at Bloomington, Illinois. Sixteen colleges and universities were represented at the conference.

The next conference of college student leaders is to be held at the State Teachers College at Macomb, Illinois. Extra copies of the Proceedings of the first conference may be had by writing to Dr. Chris A. DeYoung, Sponsor of Student Council, I. S. N. U., Normal, Illinois. In order to cover the cost of mimeographing and mailing, 25 cents should be sent in stamps.

### Choosing a Basketball Official

Dale F. Rose, West High School, Columbus, Ohio, has recently written a thesis for his master's degree at Ohio State University, "Factors and Qualifications Taken Into Consideration in Choosing a Basketball Official."

Fifteen college and twenty high school coaches were consulted. These coaches decided that the most important factors in the order of their importance are:

1. He has a thorough knowledge of the rules.
2. His honesty is above reproach.
3. He has courage to call them as he sees them.
4. He is able physically to go at top speed for a full game.
5. He has quickness to his reactions so that he calls them when they happen and not a second or two later.
6. He has confidence in his own decisions.
7. He is absolutely impartial in his treatment of all concerned.
8. He uses common sense in his judgment. That is, he will be somewhat careful in calling a foul if one boy deliberately attempts to draw a foul.
9. He does not permit the crowd to sway his judgment.—*The Ohio High School Athlete*

Alma V. Boundey and Donald K. Mereen, authors of "I Am an American," which was released in the November number of *School Activities*, request that announcement be made that that pageant, while original with them,

was suggested by the radio program, "One Man's Family."

With an initial contribution of \$600 being made by eleven sororities on the Ohio Wesleyan university campus, as a result of eliminating six big dances of the year, a good start has been made toward the \$2,000 goal set by the student refugee committee for this year.

The eleven sororities, which made the first big move toward refugee aid through the new committee, have given the amount of money saved through using only five orchestras instead of 11 and through the decoration money saved.

### Alumni Survey

(Continued from page 139)

The student council gained knowledge of the process of making an authentic survey and found incentive to further study of possible openings in Pueblo. An alumni committee has become a permanent one in the council, and further investigation on other lines will be made.

Know most of the rooms of thy native country before thou goest over the threshold thereof.—*Thomas Fuller.*

## Now Ready!

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This new book helps boys to understand the adult world into which they are growing; aids them in understanding teachers, parents, their friends and themselves; gives information on correct and pleasing social behavior; and clarifies health problems. There are also chapters on finances and jobs which dispel much of the mystery surrounding these adult responsibilities. \$1.56

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# Questions from the Floor

BY THE EDITOR

● *What is the place of Creative Dramatics in the junior high school?—Elinor Rice, Evanston, Illinois.*

"Creative Dramatics" means different things to different teachers. To one, it means "creative writing;" to another, "creative expression" or "creative acting;" to another, "creative staging;" to another, "creative scene painting;" to another, "creative advertising" or "business handling," etc. Naturally, some of these "creativenesses" are much more possible than others.

Personally, the term "creative" has never appealed to us. We prefer the term "exploratory." The basic idea is about the same—to explore students and discover and capitalize potentialities in dramatics in exactly the same way that such potentialities are discovered and capitalized in music, athletics, mathematics, or shopwork.

We very seriously doubt if very much really worth-while dramatic material ever was written by junior high school students (or ever will be), or by senior high school students, for that matter. And staging or publishing material which cannot be intelligently enjoyed or appreciated by students to whom the creator is entirely unknown evidences an unjustifiable objective of the field. To explain slightly differently: many of a school's "creations" are interesting because the students who created them are well known to the witnesses or readers. Such acquaintanceship naturally tends to give the effort a bias in its favor. If the creator were not known, the effort would have to stand on its own feet—and this is really the only test of its value.

To repeat what is said later in the answer to the question on paid assembly programs: you cannot justify a program on the basis of its values to those few who produce it; if you cannot justify it on the basis of its values to those who see it, you cannot justify it—as public performance—at all. True, such encouragement might help to develop real ability—and this is important—but such encouragement must not be at the expense of the many students who witness it.

● *What is the best method of organizing a student council in a four-year high school of 60 students?—W. W. Kinkaid, Houston, Texas.*

We doubt if there is a single "best method" of doing anything. Or perhaps, better still, we doubt if anyone knows the best single "best method."

We have seen councils in small high schools

and small elementary schools organized in several days. The most usual method is for each class to elect representatives to a single "house," council or committee. Sometimes the upper classes are allowed extra representation. Sometimes representation is based on the number of students in each class, but this has the very obvious disadvantage that the lower classes will have a majority of council members. In some schools members are elected from the school at large irrespective of their classes. And we have even seen two "houses"—upper and lower—in smaller schools. And there are other plans.

In a school of 60 students we should favor a very simple form of council organization with, say, two or three members—both boys and girls—from each class. If desired, special committees of non-members, but headed by council members, may capitalize, for particular tasks and projects, special abilities in the school not represented in the council.

The officers of such a council should probably come from the upper classes because these students are usually more mature and experienced than the younger. Further, officers from the lower classes may easily cause dissension among the upper-class members.

● *Should the school sponsor a school picnic to some amusement park at the close of the term?—Mariana Mehaffey, Canonsburg, Pennsylvania.*

In early Colonial times a formal program officially ended the school year. Then appeared an informal element, and the school picnic soon became an established custom, and today in nearly all smaller schools, and in many larger, it is an important part of the year's schedule.

In recent years this picnic has developed in several directions—a trip to the city for a show, visit to the parks, museum, zoo, etc., for country pupils; a trip to the country by city pupils; a hike, athletic day, and, in those communities in which an amusement park is situated, a trip to this. The event has thus kept step with the society of which it is a part. In an early day the picnic was in keeping with the fun ideals of the local community, and today a trip to an amusement park is often still so.

The weaknesses of the amusement-park-trip are such practical possibilities as (1) some pupils may not attend because of lack of funds; (2) pupils will spend money which might be better spent on other things, and

(3) harm of one sort or another may come because of lack of close supervision.

However, the final answer as to whether or not a school "should sponsor" such a trip will probably depend largely on tradition and the attitude of the local community.

Personally, we should favor the old-time school picnic at which pupils, teachers, parents, and patrons socialize wholesomely and happily; but we recognize that the amusement-park-trip may not be entirely without celebrative values.

● *What specific means might be employed to eliminate faculty dissention in the election of students to the National Honor Society?*—Margaret Lewis, St. Charles, Missouri.

In the case of a purely academic honor roll there can be little faculty dissention because of the objectivity of the records—the marks used as a basis of selection. However, membership to the National Honor Society is on the basis of records in such less tangible qualifications as Character and Service, as well as scholarship. And here is where faculty disagreement may arise. One teacher will "plug" for some particular student, and another will "plug" for some other, and neither teacher may have exactly the same qualifications in mind. Further, even if both teachers know both students—which is not always the case—they may have real difficulty in equating activities and services.

Frankly, a fair, honest and good-natured discussion should be very helpful in setting standards by which the students are evaluated. Out of such discussion should emerge somewhat definite standards. Ultimately reducing these to writing will not only help to objectify them but will also acquaint all teachers and students with them.

If actual "dissention" arises, then it is time for a program of education of the teachers themselves. However, actual "dissention" is certainly far less common than "discussions"—and "discussion" if properly capitalized should always be beneficial.

● *What is the place of the paid assembly in the school assembly schedule?*—Maxine Hagen, Adams, Wisconsin.

This question implies that there is a place in the assembly schedule for paid talent—and this position is quite justifiable. A personal illustration may help.

The Board of which the writer is President each year budgets an amount for paid assemblies, leaving the actual disbursement to the discretion of the principal. He may spend it on motion pictures, speakers, musicians, or for any other talent or material that he believes will be profitable. If an unusually attractive program is being pro-

vided, the neighboring schools are invited, and sometimes even transported (free) in our school busses. Townspeople, too, are urged to attend, so these events really become school-community affairs. Normally, we include some four to six or seven of such programs each year. Our experience with these paid programs has been most happy.

Let us remember that the assembly is not designed to give budding student actors, musicians, debators, etc., an opportunity to practice. This is an important value of the assembly program, but it is not one of its purposes. The assembly must be justified first, last, and all the time on the basis of its values to those who witness it—the members of the audience. True, it should, and can, represent nearly everything in and about the school. But an occasional or oftener outside program—with no admission fee attached—is highly desirable.

● *Should a student court grow out of student participation and have power to try student disciplinary cases?*—Wilma Kudzia, Toledo, Ohio.

Such a procedure may represent a natural development provided a student court is desired and desirable—neither of which is always so. Beginning a student-participation plan by organizing a student court, or even a council with the court idea primarily in mind, represents a wrong procedure.

Although there are very successful student courts, many administrators look upon this development with disfavor, and they can hardly be blamed: the history of this body shows far more failures than the history of the council itself.

We would favor a student council with a good program of constructive policies and activities over a council that is largely a disciplinary body.

However, if, as suggested above, such a court becomes desired by students and teachers, and, on the basis of good judgment, appears also to be desirable, then it may be developed. But to repeat, a well-established, successful, and respected council should come first.

"Many of our cities are still wilderness for thousands of small children, in so far as the provision of constructive and real play opportunities is concerned. The menace of casual street associations is little realized by the taxpayers when they refuse to support well-planned playground activities."—Cheney C. Jones in *Social Work Year Book*, 1941.

Above all, we must stand shoulder to shoulder for the honor and greatness of our country.—Theodore Roosevelt.



## The Tax on Admissions

(Continued from page 154)

outside the school. It is a certainty that it applies to the student. Until such time as this interpretation might be proved wrong, it may also be assumed that it applies to a non-student who purchases a season ticket to high school events.

**Question:** "In case a student activity ticket is sold at a cost of \$1.50 for the school year and in case this ticket includes admission to certain science club activities or commercial or science laboratory fees, will it be necessary for the school to pay a tax on these exercises? To be more specific, it is quite common for a school to sell a season ticket which gives the holder permission to attend a number of athletic contests and literary programs and, in addition, permits him to attend certain chemistry or biology demonstrations. Part of the receipts from the ticket are designed to pay for the materials which are used in the demonstrations. Sometimes the public is not admitted to these demonstrations but at other times they may attend by purchasing an admission ticket.

Under such circumstances, will a tax on the entire season ticket be required or will a certain amount be exempt from the tax?"

**Answer:** In case an activity includes admission to certain classroom demonstrations as well as to athletic, literary and music events, the tax must be paid on the entire activity ticket until such time as the specific case is presented to the Collector of Internal Revenue for possible exemption of the classroom demonstrations.

No specific mention is made of events such as tournaments, district band meets or track meets but since these are events sponsored by the high schools and are, with a few exceptions held at the high school, it is reasonable to suppose that the rulings relative to special rates to high school students and relative to season tickets apply to them as they do to other school events.

### FILING RETURNS

The school is designated as the agent of the Federal Government for collecting the tax and it is the intent of the law that the tax should be added to the admission price. If the tax is not added to the price of the admission, the school will be required to pay the tax. Each school should set up a definite program for collecting the tax and making a report to the Collector of Internal Revenue each month. Write the Collector for your district and request him to send you a supply of forms to be used in filing your returns.—*The Illinois Interscholastic.*

Our American professors like their literature clear, cold, pure and very dead.—*Sinclair Lewis.*

## Affirmative Rebuttal Plans

(Continued from page 142)

men furnished by a voluntary system increased and decreased continuously. During the War of 1812 and the Mexican War we saw the same thing. During the Civil War the voluntary plan broke completely and compulsion became the only method of raising an army.

During the World War Great Britain learned that she could not depend upon the voluntary plan. Certainly there are enough examples in history to prove that such a system cannot be used in a world such as we have at the present time.

### Dear Parent:

(Continued from page 145)

sources of information. If they are in your home, your boy or girl will be apt to use them.

9. Does your child get along well with his teachers?

Misunderstandings should be cleared up. Please do not hesitate to call at school for a consultation.

\*\*\*

I have read the questionnaire and have discussed the answers with my son (daughter)

\_\_\_\_\_ of class \_\_\_\_\_.

\_\_\_\_\_  
(Signature of Parent)

\_\_\_\_\_  
(Date)

New York's State Education Department is sponsoring a preinduction education program for draft selectees. Local boards of education are encouraged to take the initiative in carrying on the program which consists of a series of meetings led by volunteer teachers from the community. Topics discussed are camp life, the army as an organization, soldier hygiene, recreation and outdoor interests, vocational opportunities, personal adjustment, and other aspects of orientation to army life. The board of education always operates in conjunction with the local draft board. The culmination of the community program is an appropriate send-off ceremony.—*Education Digest*

Adapting the technique of the theater to teaching economics to 200 freshmen, University of Buffalo professors at regular intervals enact typical scenes from the world of business, finance, or government. These scholarly actors pose as financiers, legislators, salesmen, or ordinary consumers. One week, for example, they played the roles of statistical researchers arguing over methods of measuring the national income. A Senatorial committee meeting was the subject of another panel.—*Consumer Education.*

# How We Do It

C. E. ERICKSON, *Department Editor*

## A Junior Civic League

FLORENCE TREDENNICK, *Junior High Grades Holmes School, Oak Park, Illinois.*

Although each of the eleven public elementary schools in Oak Park has a Junior Civic League organization, each is different in that it is organized to fit the needs of that particular school.

The purpose of the Holmes Junior Civic League is to help members cooperate in intelligent citizenship and to give opportunities to develop intelligent leadership. All the pupils enrolled in the seventh and eighth grades are members. After careful consideration a constitution was drawn up and adopted when it had been agreed upon by three fourths of each homeroom. (A copy of the constitution may be obtained by writing to Mr. E. L. Carlyon, Principal, or to Mrs. Margaret Yates, J. C. L. Advisor).

The pupils are divided into homerooms, namely 8A, 8B, 7A and 7B. Junior Civic League elections, patterned after civic elections, are held twice a year in which all the pupils vote for president, vice-president, secretary, treasurer, and sergeant-at-arms. These officers comprise the Junior Civic League cabinet. Pupils from each homeroom whose academic and social growth are progressing satisfactorily may serve on committees. All pupils express preference for their committee and, if eligible, may serve. The service committees now in existence are: Lost and Found, Stair, Bookstore, Office, Patrol Boys, Bell-ringing, and Bicycle. At least once a month each committee meets with its teacher-advisor.

A representative from each committee, as well as a representative from each homeroom, and the Junior Civic League cabinet comprise the student council which meets with the principal of the school at least twice a month. The homeroom representative reports from the council to the homeroom at the weekly meeting. Thus there is contact established between the principal and each member of the Junior Civic League.

Delegate Assembly meetings are held once each quarter at a central school, where not more than twenty or less than ten delegates, five of which are the regular officers of the Junior Civic League from each of the eleven schools, assemble. The superintendent of schools acts as chairman of these meetings, at which time such problems as "Vandalism at Hallowe'en, Its Cause and Effect" or "Conduct in an Audience Situation" are discussed.

First a formal presentation of the subject is given by students from two or more schools, followed by discussion from the floor. Reports by delegates are carried back to each school, where they are given at the regular Junior Civic League assembly, which is held at least once a month.

Other reports are presented from delegates sent to the Annual Conference of the Council for Religious Education in Schools and from the Annual Junior Institute held by the Oak Park Council on International Affairs. Additional meetings are held for the recognition of various kinds of school services as well as programs for celebrating patriotic days and holidays. Under the direction of the Junior Civic League, donations to be distributed among various institutions are collected at Thanksgiving time. On Memorial Day, flowers and plants, with perhaps a short note or original poem attached to each plant, are sent to the veterans of Hines Hospital.

We consider our Junior Civic League very worth-while because it not only serves the school itself but serves the community in co-operating with organizations for civic betterment.

## Swamp Planting

ARMIN H. GERHARDT, *Neenah High School, Neenah, Wisconsin*

Our conservation club here at Neenah does an intensive job of swamp planting. As a rule people passing by a piece of swamp land do not appreciate it. All summer long, there are many kinds of animals and birds in the swamps, feeding and raising their young. Wild ducks on their way south stop at the swamp to rest and to feed.

Our swamp project is just outside the city limits, and students can walk out there to make observations. Many adults find the spot favorable for studying the arrival of birds in the spring. In starting this project some time ago, we sold the owner on the idea, and he has become so enthusiastic that he furnishes the money to buy the plants and seeds. An aquatic plant expert makes a survey of the place and recommends just what should be done. He also talks to the club members, telling them of the value of such a project.

Most anyone can interest a group in this work, if he presents it properly. The organizing and a study made of the plants to be used can be done during the winter months.

In our club we appoint a certain group to get things started. We have planted pickerel plant, millet seeds, wild rice, burrseed plants, sago pond plant, American lotus, wild celery, swamp loosestrife roots, upland game feeds, and water smartweed. Most of the planting is done in the spring. You may see our group out there after school, in hip boots, wading in muck up to their knees. Some of the girls help by using a boat to distribute seeds and plants for the shallow parts. After the work is completed, we visit the swamp frequently to watch results and to view with satisfaction the first new growth and its development throughout the summer.

We are very fortunate in having the swamp, which is a preserve, a real haven for wild life. It not only helps to instill the love for outdoor life in the pupils, but also helps to build for the future and uphold our motto which is "Be a Good Sport at Heart and You Will be Known as Such."

Our bird study group also utilizes the preserve. Here they set live traps to catch birds for banding. The upland game bird feed is put on the higher land and left there all winter. Pheasants frequent this place for wintering. Students establish and care for feeding stations throughout the winter. The State Conservation Commission helps by furnishing the grain.

Last year motion pictures were taken to show other club members what we are doing. These may also be shown to various clubs and organizations who might help financially.

Comparing conditions some years ago with those of today, we see how civilization is moving in on the lakes, building homes, draining lands, planting and cutting trees, and in this way driving out our game birds. There is need for such groups as ours to arouse greater interest in wild life and help our government establish preserves.

### Use of Public Address System

W. N. VIOLA, *Senior High School, Pontiac, Michigan*

Our new radio system with a studio connected with all the rooms in the high school building may be hooked up with the local broadcasting station WCAR.

Members of the radio club write scripts as well as present programs from their studio and once a week they send a half hour program over the station.

Students have an opportunity for actual experimentation. Skits, music, and announcements are sent to all or as many rooms as desired. Recordings are used especially in English and Speech classes affording favorable demonstrations. These are usually records by professionals; although voice tests of the stu-

dents are made in the speech department. The latter are kept until the close of the term for comparative purposes when they may be purchased by the students.

Since radio is an accepted activity among the general public, there is a definite place in the school curriculum for such training.

### An Example of Pupil Initiative, Resourcefulness and Cooperation

JOY M. MEIER, *Formerly Teacher of Vocational Information and Retailing and Director of Employment, Girls' Vocational School, Detroit, Michigan*

In the Girl's Vocational School of Detroit a few years ago, there arose a strong desire among the students for a radio to be placed in the auditorium and made available for dancing, entertainment, etc.

The student council was a young and vigorous organization, and as soon as the need was expressed, it was seized upon by the council as a worthy project for them. After some discussion before, during, and after meetings, committees were appointed, which were to play a dual role. These committees were to be the means of representing the various groups in school and carrying forward the council's objectives, as a natural outgrowth of each department's regular work experience.

In order to explain this more clearly a brief review of the school set-up will be in order at this point.

The Girl's Vocational School of Detroit was established primarily for the girl who for various reasons may have found that her needs were not adequately fulfilled in the traditional or formal school program, or who may have become retarded in another school and need some measure of adjustment.

Here, the girl of 14 or over is enrolled in a general homemaking course, where she is given a thorough foundation in courses such as English, mathematics, clothing, foods, social science, applied arts and related subjects. Music, auditorium, vocational information, and physical training also have their allotted places in the curriculum, while special classes for those who are hard of hearing, have speech defects or may be near-sighted, are also given for attention as needed.

This is a two year course, usually, and during its progress, the pupil is closely observed and given every chance through conferences with the teachers, the counselors and the visiting teacher to express her aptitudes and major abilities. On completion of the homemaking course, she is then able to enter one of the trade classes. These take up cafeteria service, commercial subjects, trade dress-making and home hygiene. This last prepares the student for a child caring job, practical



nursing or as an assistant in a doctor or dentist's office. Graduation from each of these courses depends upon the completion of certain units of work, the final one being a two month's apprenticeship experience spent in a related situation, with position and employer approved by the State. Therefore the cafeteria girl is placed by the employment counselor in an approved cafeteria, the girl who has followed the dressmaking trade is placed in an alteration room of a large department store or again in a private dressmaking establishment, and so on. This experience must be gained under the careful supervision of the employer and under rules and conditions which obtain for all regular employees, in order that the student qualify for graduation.

And so it was, to return to the radio project, that each group or department through its committee, vied with all other student groups to originate the most appropriate manner of earning its share of the purchase price needed.

With this aim in view, the cafeteria service group put on food sales, usually after school and they always proved a "sell-out."

The commercial department decided to "go commercial" and put on a "white elephant" sale. They solicited contributions from everyone and everywhere and the result was that they achieved an interesting collection of assorted articles which brought ready sales and good returns. This proved good experience for salesmanship and results were gratifying in several ways.

The dressmaking group showed their altruism by offering to make simple dresses for their schoolmates at a reasonable sum, a certain percentage of which was to be donated to "the cause." This also applied to graduation dresses and was carried out to the satisfaction of both contracting parties.

The members of the Home Hygiene group were quite resourceful in their choice of procedure. They offered to wave their classmates' hair during the noon hour and when the campaign closed, there was still a waiting list of expectant patrons. Perhaps it was the appearance of the white uniforms, perhaps it was the sheer novelty of the thing!

Finally, but by no means least, the youngest group, the home making girls did their part by making and offering for sale such house-keeping aids as pot holders, embroidered towels and other useful but low priced articles.

When the campaign was over and the results were pooled, more than enough money to buy the coveted radio had been received. It had been a really worth-while socialized activity, where organized effort and school participation were capitalized for the benefit

of the entire student body. All of the school's forces were mobilized with one end in view, but objectives far beyond that originally intended, were realized. Students of that year still speak of the "Radio Drive" but the teachers are the ones who realize what an incentive this drive became and how it made for school unity.

### School Model Club

A. W. LARSON, *Superintendent of Schools, Walcott, North Dakota, Founder of Air Aces of America*

Membership in the School Model Club should be open to all boys and girls from the third grade through the twelfth grade. The club should meet at least once every week, with one contest each month.

The meetings should be spent in the following manner:

- 15 minutes devoted to airplane and model terms,
- 15 minutes to model building problems,
- 60 minutes to actual building or work on the models.

The choice of models to construct should be closely supervised in the early stages of the club. Students attempting to build too complex models will be discouraged and lost to the club and aeronautics. Club members

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6. Cabin models—streamline and warplane models
7. Cabin models—\$1.50 and \$2.00 kits and gas model kits.
8. Cabin models—students' own designs

The School Model Club should have for its objectives, to teach:

1. Air-mindedness.
2. Understanding of principles and theory of flight.
3. Command and understanding of aeronautical terms.
4. Desire for private ownership of a plane.
5. Training in manipulative skills, and ability to read and understand written directions.

The best way to start the club is for the school or sponsoring group to buy \$10.00 to \$25.00 worth of model kits, then resell the models to the club members. The first group of models should be gliders, and R. O. G. cabin models should not be sold until the club is at least a week old.

The club should be graduated, that is, have 10 or more different stages that the club member may attain. Each rank or stage should contain some additional and new achievement. The early stages should be easy, so that all can attain them without much trouble. The last two stages should be so difficult that only the best will attain them.

The following are examples of ranks in a graduated Model Club:

Land Lubber	Master
Dope Spiller	Expert
Nose Diver	Cloud Pilot
Air Pioneer	Sky Eagle
Stunter	Ace
Cadet	Double Ace

The following is an example of the requirements for Cloud Pilot:

1. Know the different types of clouds.
2. Know what is meant by visibility?
3. Be able to take temperatures by means of a kite.
4. Construct 3 different types of kites.
5. Keep a complete weather record for 1 week.
6. Know the relation of clouds to flying.
7. Construct a 30 inch wing span model and fly it 750 feet.
8. Be able to construct a simple rubber winder.
9. Be able to name 100 airplane terms.
10. Be able to read a weather map, such as you find at an airport.

## Freshman Group Conferences

MINNIE L. STECKEL, *Student Personnel Director, Alabama College, the State College for Women, Montevallo, Alabama*

College administrators and personnel directors consider it desirable that some officer or officers have a personal conference with each freshman as early as possible after the opening of the college year. The question of time involved in seeing the members of the freshman class even for 15 or 20 minutes each in such a conference makes it the end of the first semester or in some cases spring before every member in the freshman class has had a conference. Insofar as the conference is delayed beyond a certain time, it misses its point, i. e. to help the freshman to adjust. The brief period given to the conference defeats its purpose in that it must be perfunctory and rarely, if the freshman does have a problem, is it possible to lead her to express it in so short a period. If she does state it, the limited time does not permit the counselor to investigate it thoroughly with her and to discover a solution together or to lay plans for reaching a solution.

In order to overcome these and other difficulties involved in the individual freshman conferences, freshman group conferences were used at Alabama College. Early in the year, a week or two after the opening of College, a meeting of the freshman class was called and the plan of the group conferences explained to the class as a whole. Students were invited to make up their own groups of not more than ten or twelve and not less than five or six students and to make their appointment for a conference for the group with the Counselor.

It was further explained to the students that this was a "get acquainted" conference, and that any student wishing an individual conference might at any time, during the period in which the group conferences were held or afterwards, make an appointment for a personal conference with the Counselor.

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Immediately following the freshman class meeting and for several days following, numbers of voluntarily formed groups scheduled conferences, and during the next few days met for conferences. Also partially formed groups made appointments and at the request of such a group others were called to be added to the group. After conferences with these voluntarily formed groups, other student groups were called at times in which they were free from classes.

The results were most gratifying. Many difficulties of individual conferences were avoided and additional values were realized.

The voluntarily formed groups were usually composed of students coming from the same locality, living in the same dormitory hall, or in the same classes, or majors in the same department. Largely they were composed of students who were more or less acquainted with each other but also one or more students not naturally a part of such a group, by request, usually were joined to such a group. Since they were voluntarily formed groups who set their own conference time, restraint was wholly removed and a camaraderie established which carried into the conference to a remarkable degree. Furthermore, the students usually initiated the conversation and carried the discussion.

As with individual conferences, the Counselor informed herself as to the background, ability, and aspiration of the students in each conference group. Her part in this conference was largely to direct the voluntary conversation so as to secure from the conferences information which in the individual conference would have been secured largely from a "Counselor question—student answer" method.

In the groups not voluntarily formed the conversation was initiated by introducing the members of the group to each other. Usually half or more were already acquainted with each other before coming to the conference, and others had met in the waiting room preceding the conference. Almost always when the Counselor called such a group by letter for a conference, roommates and friends of students called asked to join the group or voluntarily joined a group which was reporting for conference.

When, during the conference, the Counselor inserted the idea that students wishing a private conference to discuss such personal matters as the "boy friend," grades, finances, or problems arising in regard to housing and boarding might make an appointment for such at any time, students usually raised a question regarding such matters and a discussion followed. The sensitive student who thought she was the only one who had financial problems or low grades was relieved when she realized that such problems were the

common lot of students. The Counselor's advice given to all regarding these problems was usually discussed as to its effectiveness and additional information was given by the students as to other methods which they had found successful.

Many situations which concerned the welfare of the whole student body or the entire freshman class were brought to the attention of the Counselor which would not have entered into an individual conference and which the Counselor could not have learned other than directly from students. Among these were such problems as the need for extension of the hours for keeping the tea room open to relieve congestion; the desirability of earlier introducing the freshmen to some well-established college traditions and customs; a more emphatic statement of Student Government regulations, and a clarification of the almost complete authority and control of discipline invested in Student Government Association, and the freshman's obligation to such authority; and the need for a smaller and more accessible dance floor for recreational dancing.

Invariably when the conference was concluded, some members of the group remained for an individual conference or made an appointment for a conference later. When a student reported for an individual conference, much of the anxiety because of facing the unknown was removed. The Counselor already had the general information she wanted and the conference could be centered and limited to the problem which the student brought for consideration.

The group conference took care of many students who were well adjusted and who really could meet college life without any specific guidance other than from such a conference. Furthermore, the better adjusted students in a group conference aided in the discussion of problems and expressed attitudes that those who could be aided by a conference needed, and thus were a definite means of building up morale in general.

By coming to such a group conference, the student who needed aid in adjustment was relieved of the anxiety experienced from the time she received notice from the Counselor to report for a conference and all through the conference. Needless to say, no student cried or was otherwise upset in a group conference, as not infrequently is the case in the individual conference.

Instead of discussing for ten or fifteen minutes over and over again with each student her relation to the general situation on the campus, the group had an hour or more which gave them time to initiate and discuss problems more at length, and in addition, problems which would not otherwise have

*(Continued on page 168)*



# Something to Do

## HOLD PANEL DISCUSSION ON EXTRA-CURRICULAR ACTIVITIES

DORSEY L. BROWN, *County Superintendent,  
Great Bend, Kansas*

Clarify the meaning of so-called "extra-curricular" activities, point out their weaknesses and strong points, and stimulate constructive thought in the conduct of them, by the use of a panel discussion. Provide talent competent to attack the group activity program as it is carried out in many schools, also talent capable of defending extra-curricular activities as they are conducted properly. Take the advantage that is offered by a program that suggests controversy and debate and give wide publicity to your program among school people who should be interested. Be sure that your talent on both sides is friendly and will carry on the discussion in the proper spirit, then expect a big attendance and a profitable good time.

## STAGE A CHRISTMAS HODGE PODGE

MARY M. BAIR, *Lawrence, Kansas*

One hour of miscellaneous burlesque numbers will add a humorous touch and will give variety to your Christmas program. Practice each skit to a point of perfection for the presentation, then have all participants scattered here and there in the audience. They will respond when the master of ceremonies calls for volunteers and should make their appearance on the stage as though they were wholly unacquainted with the skit in which they are about to take part.

Have the master of ceremonies announce each number then call for volunteers. He then instructs this potential cast concerning the skit and acting.

The first number is a take-off on Christmas shopping. Have the largest boys and the smallest girls in high school take the parts. Girls are mothers and boys are sons. The "little boy" starts telling "mother" of the toys he wants to buy and the stores he wishes to visit. A pretended window shopping gives color and atmosphere. Santa Claus wanders by, and each boy talks to him. The mothers shift positions till, when the parent and child conversation is resumed, each boy is with a different mother who consequently does not remember the "little" son's wishes as previously stated to another "mother." This becomes more and more ludicrous as positions shift, each plaint to Santa becomes louder,

and each repetition to "mother" becomes more insistent.

For the second number have the master of ceremonies call for a pianist who knows how to play Christmas carols. The "volunteer" takes her place at the instrument and starts playing "I've Been Workin' on the Railroad." There is a howl and a protest from the audience, the master steps forward to say that the audience is to indulge in a sing when a carol is played and to remain silent if the pianist makes a mistake and hits the wrong tune. The playing starts again with "God Rest You Merry Gentlemen," or other carol, but after the audience is really singing, changes to any well known old song but one which is certainly not a Christmas carol. Another protest and another carol. This may be prolonged to desired length for program time. Changes in music must be made rapidly.

Have the next number a burlesque pantomime of the old legendary poem, "The Mistletoe Bow"—this is to be performed to music and in modern dress.

For the finale, volunteers are called to trim the tree, fill the stockings, and bring old Santa in. One person comes on as the tree. He asserts that he is the tree but that he needs branches. The "branches" rush on, but insist that they need candles. Now branches wave their arms as if blown by a breeze, candles take their places and "twinkle" fingers. The tree insists he has no star, another volunteer rushes on. He climbs to a stool directly behind the tree and holds a huge star over his head. Next, the bells are requested, and volunteers in quick "ting-a-ling" or a deep "ding-dong" take places by the candles. The Master of Ceremonies states that it is time for Santa and his reindeer. Any number of volunteers come prancing on as reindeer. They pull a long board which has been mounted on roller skates and carries a red tail light. Santa rides this improvised sleigh. Santa says he must have stockings to fill. Volunteers come on with huge stockings, into which Santa stuffs numerous bags of candy and nuts. He says these are now to be distributed through the audience while the merry party ends by all singing Jingle Bells.

## FILL CHRISTMAS BASKETS IN ASSEMBLY

EDNA VON BERGE, *Kiser High School  
Dayton, Ohio*

Have a Christmas assembly for charitable

purposes. Have each homeroom collect food for a Christmas basket, which a committee has decorated in Christmas colors. So that the food will be well chosen, write a suggested list of foods for at least one well rounded meal on the board and check off the items as they are contributed in order to avoid a repetition. A collection from those not contributing foods insures the purchase of needed, missing or last minute items as butter, celery, meat or fowl. Before the presentation assembly is given, let homeroom representatives take the baskets to the auditorium and place them at the end seats of the middle aisle, so that they give a decorative effect as the school goes into the assembly. As orchestra music plays softly or carols are sung by the school let Santa Claus, standing by the Christmas tree, call off the names of the homerooms as the baskets are then brought to the stage and placed under the tree, preferably in tiered fashion, so that they will all show well. This arrangement will provide an effective and colorful setting for any other part of the program.

Next in importance to freedom and justice is popular education, without which neither freedom nor justice can be permanently maintained.—James A. Garfield.

## Education and Victory

"Education makes good men, and good men act nobly, and conquer their enemies in battle, because they are good. Education certainly gives victory, although victory sometimes produces forgetfulness of education; for many have grown insolent from victory in war, and this insolence has engendered in them innumerable evils; and many a victory has been and will be suicidal to the victors; but education is never suicidal."—Athenian in Laws 641 C.

To perform to the best of my ability the duty I owe my Country shall ever be my highest ambition.—Perry.

Our Country! In her intercourse with foreign nations may she always be right; but our Country, right or wrong.—Decatur.



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## *New Helps*

● **THE GROWTH OF DEMOCRACY**, by Edna McGuire and Don C. Rogers. Published by The Macmillan Company, 1941. 428 pages.

This book, the eighth in the series, presents the ideal of democracy in five units—the story of the growth of democracy from the ancient Greeks to the present time; a study of our basic freedoms; a study of the opportunities in a democracy, and some striking examples of their use; a study of the duties and responsibilities of American citizenship; and readings dealing with examples of democratic action and attitudes. The book is printed in large, easily readable type and is generously illustrated. It offers to our schools a timely and fascinating presentation of Americanism.

● **BASKETBALL FOR GIRLS**, by Wilhelmine E. Meissner and Elizabeth Y. Meyers. Published by A. S. Barnes and Company, 1940. 87 pages.

Here is a text or reference guide for players, as well as one for coaches. It stresses the fundamentals of basketball for girls in a manner that will improve the technique of players and the team play of the group. It is based upon the idea that successful basketball is made up of fast and well timed passes, quick accurate shots, well executed pivots, and purposeful floor plays. The book is well illustrated.

● **EVALUATION OF THE COMMENCEMENT PRACTICES IN AMERICAN PUBLIC SECONDARY SCHOOLS**, by William Leroy Fink. Published by the University of Pennsylvania, 1940. 195 pages.

To anyone interested in knowing what commencement practices prevail among the high schools of the United States, here is an answer to all his questions. The author has exhausted the subject, and in this book he passes on to other school people his findings. His chapters include among others the following: Objectives of Commencement, Commencement Practices, An Instrument for Evaluating Commencements, Evaluation by Means of the Instrument, and Summary and Conclusions.

● **INTERCOLLEGIATE DEBATES, VOLUME XXII**, compiled by E. R. Nichols. Published by Noble and Noble, Inc., 1941. 439 pages.

Each year this author gathers together outstanding inter-collegiate debates to form a valuable yearbook on college debating. Each debate is presented here as it was given,

with complete affirmative and negative sides and the debaters' extensive bibliographies. It includes debates on: Universal Military Training before the Age of Twenty-one, Federation of English Speaking Nations, The United States Should Enter the War on the Side of Great Britain, Lease-Lend Bill, Union Defense of the Western Hemisphere, Direct Government Action to Settle Strikes, Control of the American Press by Federal Commission, Federal Policy of Redistricting Agricultural Production, Power of the Federal Government Should be Increased, and Denial of Free Speech to Aliens and Representatives of Hostile Nations.

● **THE STENCIL DUPLICATED NEWSPAPER**, by F. S. Knight and Damon Knight. Published by the authors, Hood River, Oregon 1941. 126 pages.

This is indeed a textbook in journalism for those who work on a duplicated newspaper. Carefully and authoritatively written and produced on a stencil duplicator, this book is the one that has long been needed by schools not large enough to afford a printed newspaper. The authors have demonstrated here how cheaply and artistically a newspaper can be produced on a stencil duplicator. They have also given high school journalism students a complete handbook of instructions in their field.

● **ELDRIDGE PLAYS**, by the Eldridge Entertainment House, Franklin, Ohio. 52 pages.

This book is the announcement of a new play production policy. It describes hundreds of non-royalty plays suitable for school use. Some of the plays have been subject to production with a royalty charge in the past, but now are available to schools without such charge. Plays of various lengths, for various purposes, and to fit various seasons of the year are listed here, together with such descriptive material as makes it possible for one to know in advance how well some particular play or entertainment feature will serve some particular purpose.

● **TRY THIS ONE**, by Alexander Van Rensselaer. Published by D. Appleton-Century Company, 1941. 205 pages.

This is another party book by this author. It describes stunts for the entertainment of guests at formal and informal parties, also at picnics, camps, stunt-nights, beach parties, children's parties, and similar occasions when people come together for a good time. A generous number of illustrations make the proposed stunts easy to perform by persons without experience. This book will be welcomed by persons in charge of social functions of the school.



## How We Do It

(Continued from page 164)

been discussed. By thus giving the discussion of the group flexibility, many phases of student life were entered into in the course of a number of group conferences, not because the questions discussed by one group were more important than those of another, but because at that time they were the dominant interest of the group.

These conferences were held during the earlier weeks of school. Toward the close of the school year the freshman class at a meeting was requested to give suggestions as to how next year's freshmen could be better assisted to adjust to College life. Among the other things the group conferences were evaluated. There was on the whole a general approval of the method. In rating statements regarding values received from the conference, those values usually gained from individual conferences were rated high, but values which could come only from a group conference were also rated high. For example the highest rated statement was:

"I felt that smeone was personally interested in me."

The second highest ranked statement was:

"I discovered, during the course of the conference, that every other freshman in my group had problems, most of which were similar to mine.

From the general discussion, the most favored size of the group was eight or ten. Six was considered too small a group, and twelve too large a group. The majority expressed the preference for the Counselor forming and calling the groups. The idea seemed to be that they wanted to come to the conference, but felt more welcome if called, as well as being too limited in their acquaintances to form their own groups.

As a technique for getting acquainted with group conference has decided advantages and possibilities.

## Comedy Cues

### SIMPLE

Teacher: "What would you do for a sick duck?"

Biology Student: "Call a 'quack' doctor."

Teacher: "And what would you do for a sick frog?"

Biology Student: "Nothing. Let him croak."  
—*Waterloo Courier*.

### TIMBER!

Housewife—Yes, I'll give you a handout on one condition. Did you notice that pile of wood in the yard?

Tramp—Yes, I seen it.

Housewife—You should mind your grammar and say you saw it.

Tramp—Lady, you saw me see it, but you ain't seen me saw it!—*Michigan Education Journal*

### MODERN MARY

Mary had a little lamb

Given her to keep.

It followed her around until

It died from lack of sleep

—*Put-U-W'z, Ledyard, Iowa*

### AID TO WILLIE

Auntie and Uncle were taking Little Willie for a walk. They kept him between them in order to protect him from cars and other dangers.

"Hi, Willie," called Junior Smith as they passed his house. "Is that your Dad and Mamma?"

"No," retorted Willie, "they're my convoys."

—*Scholastic*

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